

CMI Awarding Body

CMI Centres Guide to Work-Based Assessment &
Evidence - V2

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History

Date	Amendments Made
5 November 2025	Review of V1; additional content incorporated; Version 2 document created
30 June 2023	Final review against Master Document
1 November 2022	Initial document creation

Intended Audience

- CMI Quality Managers
- CMI Markers and moderator/ IQA
- CMI Partner Relationship Managers
- CMI Partner Engagement Managers
- CMI Partner Support Team
- CMI Awarding Body Support Team
- CMI Centres

All of CMI's policies are published on the [CMI Policies Webpage](#)

Purpose

This Version 2 of the Work-Based Assessment and Evidence Guide builds upon and replaces Version 1. It provides comprehensive guidance for CMI Centres, learners, and marking and moderation teams on acceptable forms of assessment evidence and appropriate assessment methodologies for CMI-regulated qualifications. The guide supports the development and delivery of CMI qualifications by promoting consistent, effective, and efficient assessment and evidence practices.

It is intended to be used alongside other CMI resources, including qualification-specific guidance, CMI policies and procedures, and MyCMI resources. Detailed guidance on assessment requirements is also provided within individual qualification syllabi and associated assessment documentation.

Assessment Methodologies

Assessors, markers, and moderator/ IQAs must consider a range of factors when planning assessments or reviewing evidence for CMI qualifications.

The VACSR principles provide a framework to ensure assessments are robust and reliable:

VACSR – Is the assessment:

- **Valid:** The assessment process is appropriate to the subject or qualification, assesses only the intended learning outcomes, and ensures that the learner's evidence is relevant to the assessment criteria.
- **Authentic:** Evidence must be produced by the learner and reflect their own work. Contributions from others must be appropriately acknowledged.
- **Current:** Assessment evidence must be relevant and up-to-date, reflecting any significant changes in practice. Evidence submitted for Recognition of Prior Learning (RPL) must not be older than five years and must be verified for validity and authenticity.
- **Sufficient:** Evidence must comprehensively cover the learning outcomes and assessment criteria to enable a valid judgment.
- **Reliable:** Assessment methods should be applied consistently across learners, over time, and at the required level.

Mapping Evidence to Assessment Criteria

Assessment evidence must clearly align with the assessment criteria outlined in each CMI unit. If the connection between evidence and criteria is unclear, assessors, markers and moderator/ IQAs should review the documentation thoroughly. Learners should be encouraged to explicitly link their submissions to the relevant learning outcomes (LOs) and assessment criteria (ACs) to ensure clarity and comprehensive coverage. Guidance on this process should be provided to support learner understanding and improve assessment quality.

Mandatory Assessment Methods

Certain qualifications may require specific forms of assessment, as indicated in the relevant qualification syllabus handbook. For all Higher Technical Qualifications (HTQ), CMI assignment briefs must be used; Centres are not permitted to develop their own assignments for these qualifications.

Access to Fair Assessment

CMI is committed to ensuring that all learners have fair access to assessment. This commitment is supported through the Reasonable Adjustments and Special Consideration Policy, which enables learners to demonstrate their knowledge, skills, and understanding at the required level without disadvantage.

- Reasonable adjustments are agreed and implemented before an assessment takes place. These adjustments are designed to remove or reduce barriers affecting a learner's ability to complete the assessment effectively.
- Special considerations are applied either prior to submission or after the assessment has been completed. They take into account unforeseen circumstances or events that may have affected a learner's performance, ensuring that learners are not unfairly disadvantaged.

Centres and learners are encouraged to consult the full CMI Reasonable Adjustments and Special Considerations Policy and Form to gain a comprehensive understanding of the processes, eligibility criteria, and application requirements for these provisions.

The policy and supporting guidance can be accessed through the following pathway:

[MyCMI Partners and Centres Portal → Policies for Partners and Centres → CMI Policies](#)

Confidentiality and Commercially Sensitive Evidence

It is essential that learners fully articulate their responses when providing assessment evidence. Many CMI learners operate in environments or organisations where commercial confidentiality, classified information, or security considerations may apply, which can sometimes result in responses that appear incomplete or vague.

The learner and the Centre initially have responsibility for managing confidential or sensitive work-based evidence. However, CMI also has a duty to maintain the confidentiality of any sensitive information submitted for marking or moderation.

To minimise the risk of disclosing confidential or sensitive information, Centres and learners should apply the following measures wherever possible:

- **Redesign the assessment:** Where feasible, assessments should be adapted, with CMI approval, to prevent the disclosure of confidential or sensitive information.
- **Redaction and contextual statements:** If redesign is not possible and confidential information must be included, the content should be redacted appropriately. If the redacted information is critical to demonstrating competency, the learner may provide a contextual statement explaining how the evidence meets the required criteria. This statement should be supported by a confirmation from the employer, assessor, or Centre.
- **Witness testimony:** Supporting evidence from peers, line managers, or supervising clients may be submitted to validate redacted evidence.
- **Non-disclosure agreements (NDAs):** Centres may contact CMI to explore the possibility of an NDA; any arrangements must be reviewed and approved by the CMI legal team.
- **Marking and communication:** Clearly indicate assessment materials containing confidential or sensitive information and inform CMI prior to submission.
- **Restricted access:** Limit access to confidential material to only those personnel who require it.
- **Staff training:** Provide training for Centre staff on handling confidential or sensitive assessment evidence.
- **Monitoring and safeguarding:** Continuously monitor assessment content to ensure that confidential or sensitive information is not further disclosed.

CMI does not require the inclusion of specific client or organisation names. Where appropriate, these may be anonymised (for example, 'Client A', 'Client B').

All confidential or commercially sensitive information shared with CMI will be securely managed within CMI systems for the purposes of assessment and quality assurance. All staff, including Centre personnel, partners, and CMI staff involved in the quality assurance process, must comply with the UK General Data Protection Regulation (UK GDPR). This ensures the protection of personal data and privacy rights, maintains trust, and upholds legal obligations regarding data handling and processing.

CMI Centre Devised Assessment Checking Service

Standard assessment briefs and marking sheets are available through MYCMI. Registered Centres are required to use CMI assessment briefs, whereas approved Centres may submit bespoke assessment for approval via the CMI Centre Devised Assessment Procedure.

The policy, supporting guidance, and approval form can be accessed through the following pathway:

[MyCMI Partners and Centres Portal → Policies for Partners and Centres → CMI Policies](#)

CMI Command Verb Definitions

The CMI Command Verbs Definitions List (2024) provides detailed explanations of the command verbs used in CMI qualifications. This resource helps learners understand the expectations associated with assessment criteria and supports consistent marking, moderation, and quality assurance. Sharing this list with learners and Centre staff is recommended to enhance assessment clarity and performance.

The CMI Command Verbs Definitions List (2024) can be accessed via the following pathway:

[MyCMI Partners and Centres Portal → Policies for Partners and Centres → CMI Policies](#)

Support Resources

This guide provides examples of relevant resources to support the assessment of CMI qualifications. These examples serve as a valuable starting point for learners and Centre staff but do not represent an exhaustive list. The resources are designed to help align assessment evidence with the required criteria, command verbs, and qualification outcomes, thereby supporting consistent and effective assessment practice.

MyCMI, CMI's personalised online portal, provides a single access point for profile and account management, help and support, learning and administrative systems, as well as diagnostic tools and resources. The portal offers a wide range of materials to support learners, assessors, markers, moderators/IQAs, and Centre staff, including:

- Online tools, study materials, templates, and guidance documents.
- Checklists, exemplars, and models to support assessment planning and evidence presentation.
- Links to qualification syllabi, policies, procedures, and handbooks.

Within MyCMI, the Education & Learning section provides direct access to CMI policies, procedures, handbooks, guides, syllabi, templates, and other essential documentation to support qualification delivery and assessment. The Student and Learner section also provides access to ManagementDirect, CMI's comprehensive online management and leadership resource portal. Whether a practising manager seeking informed solutions to workplace challenges or a learner developing management and leadership capability, ManagementDirect offers a wealth of practical and up-to-date learning materials to support continuous professional development.

Please note that in 2026, ManagementDirect is scheduled to be updated and replaced by a new platform. Centres will be notified in advance of this change and provided with guidance and support during the transition.

[MyCMI can be accessed through the following pathway : MyCMI](#)

Use of Artificial Intelligence (AI) in Assessment

CMI upholds strict academic and professional integrity standards. Learners are required to submit original work that accurately demonstrates their knowledge, skills, and understanding. The use of AI to generate content for assessments or outsourcing assignments constitutes malpractice. AI tools may only be used for purposes such as grammar checking, summarisation, or research, and must not be used to create original assessment content, including professional discussions.

Learners must confirm the authenticity of their submissions through authenticity forms or via the Centre's learner management system. Centres using the CMI Marking Service are required to declare that the submitted work is the learner's own. Any suspected malpractice or collusion will be investigated in accordance with CMI policies and regulatory guidance.

The policy and supporting guidance can be accessed via the following pathway:

[MyCMI Partners and Centres Portal → Policies for Partners and Centres → CMI Policies](#)

Assessment Methods

Sections 1–26 of this guide outline the approved approaches to assessment and the types of evidence available to Centres. These sections are designed to provide flexibility in assessment design while ensuring that all evidence meets the required standards of validity, reliability, and authenticity. All assessment evidence must comply with UK GDPR and relevant data protection legislation to ensure the secure and ethical management of learner information.

Where assessment evidence is not explicitly specified within a qualification syllabus, for example, observation requirements for Unit 534 of the CMI Level 5 Professional Coaching Practice qualification, Centres may adopt flexible or alternative assessment approaches. However, any such approaches must be submitted for approval through the CMI Assessment Checking and Approvals process prior to implementation. This ensures that all proposed methods meet CMI's quality assurance and regulatory requirements.

Centres should note that additional fees may apply where flexible marking or moderation services are required as part of this process.

The current CMI Fees Guide can be accessed via the following pathway:

[MyCMI Partners and Centres Portal → Fees Section](#)

Disclaimer: The information in this guide includes external sources for convenience, but their continued availability cannot be guaranteed. These sources may change, be updated or removed without notice. The inclusion of these sources does not imply endorsement or guarantee of accuracy. Users should independently verify the information and exercise caution. CMI is not liable for any loss or damage resulting from the unavailability or inaccuracy of these external sources. Users assume full responsibility for their use. Please consult the latest versions or seek professional advice if in doubt.

Section 1 – Blog Evidence

What is a Blog?

A blog is a regularly updated online platform, such as a website or web page, that presents information, opinions, and commentary on a range of topics. It provides a space for individuals, organisations, or businesses to share insights, knowledge, and expertise, while engaging with readers.

Blogs are typically structured as a series of posts displayed in reverse chronological order, with the most recent entry appearing first. They can be authored by individuals or teams and may cover subjects including management practice, leadership development, organisational change, or professional reflection.

What is it Designed to Do?

A blog is designed to communicate ideas, experiences, and professional reflections in an engaging and accessible format. Within the context of CMI qualifications, blogs may be used as evidence to demonstrate understanding, application of theory, and reflective learning.

The key purposes of a blog include:

- **Information Sharing:** Communicating knowledge, insights, and updates on specific topics relevant to management and leadership.
- **Thought Leadership:** Establishing professional credibility by providing informed opinions or analysis within a chosen field.
- **Reflection and Learning:** Enabling learners to reflect on practice, share experiences, and demonstrate development against assessment criteria.
- **Community Building:** Encouraging discussion, feedback, and engagement among peers and professional audiences.

A well-developed blog provides a platform for learners to apply critical thinking, present informed commentary, and demonstrate personal or organisational learning outcomes.

Synonyms for Blog

Common alternative terms for "blog" include: Weblog, Online Journal, Digital Diary, Online Magazine, Web Diary, E-Blog, Ezine, Microblog, Cyber Column, or Webzine.

These terms may vary in emphasis or format, but broadly describe similar online publication methods used to present reflective or informational content.

What Does Blog Evidence Look Like?

When submitted as evidence within a CMI assessment, a blog should be clear, professional, relevant to the qualification outcomes, and aligned with the assessment criteria. The evidence may be provided as:

- A link to an online post;
- A screenshot or extract from a published website; or
- A written version formatted to mirror an online blog post.

A high-quality blog typically includes the following components:

- **Title:** A concise, relevant heading that clearly represents the topic, engages and sparks the reader's interest. For example, "Career Advice... from TikTok?"

- **Introduction:** A short overview setting the context and purpose of the post. This section should engage the reader with a thought-provoking question, a relevant problem, or an intriguing statement to pique interest. For example, "In the hands of the digitally literate Gen-Z generation, social media is entering its next phase: career advice on TikTok."
- **Main Content:** The content is structured into clear sections, each with informative and engaging subheadings. Each section should focus on a specific aspect or subtopic, presented in clear, concise paragraphs. This structure ensures the blog content is easy for the audience to read and digest.
- **Visual Elements:** Appropriately sourced images, graphics, or infographics that enhance understanding. These visuals should contain original content, be properly credited with permission, or come from copyright-free sources. This approach ensures that the visuals support the blog's message without infringing on intellectual property rights. Visual aids enhance the overall readability and appeal of the post, helping to illustrate key points and making the content more engaging for readers.
- **Supporting Evidence:** References, data, or examples that substantiate the discussion. For example, "Rawan, who works full-time at Facebook, shares videos exploring software and tech roles. Her advice to early-career professionals is: 'Your major doesn't matter half as much as you think. [Many] jobs require you to learn on the job. They look for potential, and an undergraduate degree is a way of getting in the door. Afterwards, it's your ability to perform.'"
- **Hyperlinks (if applicable):** References to credible sources or CMI resources that support the post's content. For example, "CMI members can find additional career resources on our Career Development Centre, which includes CV360 review services and interview simulators, helping you advance in your career journey."
- **Conclusion:** A summary that reinforces key messages or insights gained. This section should give the reader a clear understanding of the blog's core message.
- **Call to Action:** A closing statement inviting reflection, discussion, or further exploration. For example, "Don't forget to share this blog with your network if you found it helpful!"
- **Author Attribution:** A brief professional biography that identifies the author's role and relevance. This adds credibility to the content and connects the reader with the writer's qualifications.
- **Comments Section:** If applicable, allow readers to leave comments or engage in discussions related to the blog content. This can foster interaction and build a community around the blog.

By adhering to this structured format, Learners can create well-organised blogs that serve as informative and engaging resources and demonstrate their ability to communicate complex ideas effectively. This is a valuable skill for learners to develop, as it supports their growth as professional communicators and enhances their performance in CMI assessments.



An example of a CMI Blog - [Future Leaders blog - CMI](#)

www.managers.org.uk
[#BetterManagers](#)

Good Practice

Developing a successful blog requires clear planning, structure, and purpose. Centres should guide learners to follow good practice principles such as:

- **Define the Purpose:** Identify whether the blog aims to inform, reflect, analyse, or persuade.
- **Know the Audience:** Tailor content to the interests and knowledge level of the intended readership.
- **Plan the Content:** Develop a clear structure and maintain consistency in tone and format.
- **Incorporate Search Engine Optimisation (SEO) Awareness:** Use appropriate keywords and headings to support accessibility where relevant.
- **Use Quality Visuals:** Use relevant, well-sourced visuals to enhance the overall message.
- **Promotion:** Share content on social media, email newsletters and other platforms to increase reach and engagement.
- **Measure and Adjust:** Use analytics to monitor performance and refine content strategy based on feedback and metrics.
- **Consistency:** Maintain a regular posting schedule to keep your audience engaged.
- **Promote Professional Standards:** Maintain accuracy, objectivity, and a professional writing style.
- **Evaluate and Reflect:** Review engagement and feedback to identify opportunities for improvement.

By applying these practices, learners can produce high-quality blogs that meet assessment requirements and develop their professional digital communication skills.

Support Resources

A range of materials is available to support the creation and submission of vlog evidence, helping learners align their work with assessment criteria and command verbs:

- **MyCMI:** Insights and guidance relating to Blogs.
- **MyCMI:** Articles providing best practices and advice on Blog creation.
- CMI Future Leaders Blog: Examples of high-quality blogs authored by management professionals.
- **MyCMI:** Templates and Planning Tools: Guides for structuring, planning, and presenting online content effectively.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these resources to support preparation and enhance the quality and relevance of submitted evidence.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for learners and Centre staff but are not exhaustive. They are designed to guide learners in producing professional, assessment-aligned Blogs

Conclusion

Blogs provide learners with a flexible and accessible means of demonstrating understanding, critical reflection, and professional communication skills within CMI qualifications. When thoughtfully produced, a blog serves as an effective medium for presenting professional insights, documenting learning, and evidencing engagement with management practice.

For assessors, markers, and moderator/ IQAs, blogs offer transparent and authentic evidence of applied learning, supporting consistency, validity, and reliability in assessment outcomes. This format also supports continuous learning and encourages the development of digital communication skills, while providing assessors, markers and moderator/ IQAs with a clear, structured record of the learner's engagement and progression over time.

Section 2 - Briefing Paper

What is a Briefing Paper?

A briefing paper is a concise summary of information and analysis relating to a specific issue or topic. It presents key facts and may include suggested actions or recommendations to inform decision-making. A briefing paper aims to provide accurate and relevant information quickly and effectively to individuals or groups who need to make informed choices.

Within a CMI qualification context, a briefing paper can be used to inform or update others following an event, to propose a course of action, or to summarise findings from research or horizon scanning. It is an effective tool for communicating complex information in a structured, professional format that supports management decision-making.

What is it Designed to Do?

A briefing paper is designed to present essential information clearly and concisely to support effective decision-making, problem-solving, and planning. It provides a structured overview of an issue, outlines key facts, analyses possible actions, and recommends the most appropriate course of action.

Typically, a briefing paper will:

- Summarise the key facts or background to an issue.
- Explain a situation that requires attention or change.
- Recommend a course of action supported by balanced and evidence-based reasoning.

Briefing papers are deliberately concise, usually no longer than two pages, and follow an outline format. This structure enables learners to demonstrate their ability to analyse information, identify priorities, and communicate well-reasoned recommendations effectively.

Synonyms for a Briefing Paper

Common alternative terms for a briefing paper include: Overview, Brief, Summary, Report, Position Paper, Fact Sheet, Concise Report, Executive Summary, or Review.

These terms may vary in emphasis or format, but broadly describe similar concise, factual documents used to present information, analysis, and recommendations to support decision-making.

What Does Briefing Paper Evidence Look Like?

A well-structured briefing paper presents information clearly, logically, and professionally, enabling readers to understand key points, evaluate options, and take informed action. When submitted as evidence for a CMI assessment, it should demonstrate the learner's ability to analyse, summarise, and communicate information effectively, reflecting professional business communication standards.

A typical briefing paper provides a structured overview of an issue and generally includes the following key sections:

- **Name:** Identifies the intended recipient or audience of the paper.
- **Date:** States when the paper was prepared, confirming currency and relevance.
- **Subject:** Defines the topic or issue under discussion.

- **Purpose:** Clearly sets out the objective of the paper, whether to inform, persuade, or analyse a specific issue.
- **Background:** Summarises the context, including past events, relevant policies, trends, or developments influencing the issue.
- **Analysis:** Outlines the main aspects of the issue, presenting available options or actions with associated benefits, risks, and implications.
- **Cautionary Notes:** Highlights potential challenges, ethical considerations, or risks that may affect implementation.
- **Recommendations:** Suggests the preferred course of action, supported by evidence, rationale, and balanced argumentation.
- **Content and Structure:** Focuses on key points and essential information, organised with a clear introduction, body, and conclusion for easy navigation and comprehension.
- **Audience Considerations:** Ensures the content, language, and level of detail are appropriate for the intended reader.
- **References:** Includes citations for any sources used to support claims or provide additional context, adhering to relevant formatting guidelines.
- **Contact Details:** Provides the author's name, position, and contact information for follow-up or clarification.

This integrated structure ensures that briefing papers are concise, focused, and professionally presented. It enables learners to communicate complex information effectively, demonstrate analytical and decision-making skills, and produce evidence that meets CMI assessment requirements.

Good Practice

Developing an effective briefing paper requires careful planning, focus, and clarity. The following principles represent good practice for learners, assessors, markers, and moderator/ IQAs:

- **Define the Purpose:** Identify the objective of the paper, whether to inform, persuade, or analyse a specific issue.
- **Know the Audience:** Tailor content, tone, and level of detail to the needs and understanding of the intended reader.
- **Be Concise:** Include only essential facts, analysis, and recommendations; avoid unnecessary detail.
- **Structure Logically:** Use clear headings and subheadings to guide the reader through the document.
- **Maintain Objectivity:** Present information impartially, supported by evidence and balanced argumentation.
- **Provide Clear Recommendations:** Ensure conclusions and suggested actions are clearly justified and supported by analysis.
- **Reference Sources:** Cite credible sources and evidence where appropriate to support statements and conclusions.
- **Review and Edit:** Check for clarity, accuracy, consistency, and professional presentation before submission.

Following these practices helps learners produce briefing papers that are professional, purposeful, and aligned with CMI standards, effectively demonstrating applied management knowledge, analytical skills, and clear communication.

What is Not Within the Scope

Briefing papers are concise and targeted; some content falls outside their intended scope. Examples of what is not appropriate for a briefing paper include:

- **Extensive Literature Reviews:** In-depth analyses of multiple sources or comprehensive research studies are beyond the intended brevity of a briefing paper.

- **Detailed Case Studies:** While a briefing paper may reference a case study, providing extensive narratives or detailed accounts is not appropriate.

Including content outside the intended scope can compromise clarity and conciseness, reducing the effectiveness of the paper as a decision-support tool.

Support Resources

A range of materials is available to support the creation and submission of briefing paper evidence. These resources help learners plan, structure, and present professional, well-organised, and concise briefing papers that align with assessment criteria and command verbs:

- **MyCMI:** Checklists:
 - Checklist: 051 Report Writing
 - Checklist: 091 Effective Business Writing
 - Checklist: 200 Ensuring Clear Communication
 - Checklist: 228 Writing References
- **MyCMI:** Templates: Project Report, Project Highlight Report.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in summarising, analysing, and communicating information effectively, supporting the production of high-quality evidence that demonstrates professional competence within CMI assessments.

Conclusion

Briefing papers represent a highly effective assessment method, providing learners with a structured framework to demonstrate critical thinking, analytical skills, and professional communication. Preparing a briefing paper encourages learners to synthesise information, evaluate evidence, and present clear, concise, and evidence-based recommendations.

For Centres, assessors, markers, and moderator/ IQAs, briefing papers offer a consistent and reliable means of assessing a learner's ability to apply management concepts, communicate complex ideas effectively, and make informed decisions. This assessment format supports continuous learning, reinforces professional writing standards, and strengthens the credibility and robustness of CMI qualifications, ensuring a clear demonstration of learning outcomes.

Section 3 - Case Studies

What is a Case Study?

A case study is a piece of assessment evidence that allows the learner to examine, analyse, or illustrate a particular situation, problem, or organisational scenario. Case studies are typically drawn from real-life contexts, though they may also be simulated, and often use a problem-based enquiry approach. Their primary purpose is to demonstrate how theoretical concepts work in practice, enabling learners to apply knowledge, skills, and professional judgement.

Case studies can also serve as benchmarking tools, allowing performance to be compared against industry standards or best practices. By analysing real-world examples from similar sectors or contexts, they provide insight into operational strategies, leadership approaches, problem-solving techniques, and organisational change.

What is it Designed to Do?

Case studies are designed to explore specific scenarios in depth, enabling learners to:

- Analyse complex problems using multiple research methods
- Evaluate operational and strategic decisions within an organisational context
- Apply theoretical knowledge to practical scenarios
- Develop solutions or responses to organisational challenges

They are particularly valuable for learners in leadership, management, or business-related fields, fostering critical thinking, contextual understanding, and practical application of knowledge. Case studies also support the development of transferable skills, including teamwork, collaboration, communication, and decision-making.

Common Types and Purpose of Case Studies

Case studies take several forms, each designed to explore specific scenarios and demonstrate the practical application of knowledge and skills:

- **Historical case studies:** Examine past events to understand trends, long-term impacts, or the evolution of practices
- **Problem-oriented case studies:** Analyse and propose solutions to specific organisational challenges
- **Cumulative case studies:** Collect data from multiple sources over time to identify patterns, compare outcomes, or evaluate changes
- **Critical case studies:** Investigate causes and effects of particular decisions or events, highlighting lessons learned
- **Illustrative case studies:** Describe specific events to emphasise key outcomes, best practices, or important insights

Case studies often involve detailed storytelling, setting out the context, history, or projected outcomes for an individual, group, or organisation. This method enables learners to explore solutions to real or simulated problems, consider alternative responses, and identify best practice approaches. By analysing these scenarios, learners can apply relevant concepts or theories, develop practical solutions, and demonstrate the ability to respond effectively to real-life or anticipated organisational challenges.

Synonyms for a Case Study

Common alternative terms for a case study include: Analysis, Scenario, Example, Investigation, Research Study, Report, Review, or Detailed Account.

These terms broadly describe methods used to examine practical or theoretical situations for analysis, problem-solving, and learning.

Use of Case Studies in Place of Contemporary Learner Experience

In some circumstances, learners may not have access to relevant personal or professional experience to meet assessment requirements. This may occur due to the nature of their role, high-security or sensitive environments, or cultural and legal constraints that limit opportunities for critical reflection or analysis.

In such cases, a case study provides a safe and structured alternative, allowing learners to:

- Demonstrate knowledge and understanding
- Apply theoretical frameworks and concepts
- Engage in critical thinking, analysis, and problem-solving

Case studies function as proxies for real-world scenarios, enabling learners to meet assessment criteria without compromising confidentiality, breaching security protocols, or conflicting with cultural sensitivities. Centres should ensure that selected case studies are appropriate, culturally sensitive, and aligned with the qualification and unit requirements. Where adaptations to assessment evidence are necessary, any changes must be submitted to CMI's Assessment Checking Approvals process for approval before implementation.

Case Study Structure

A case study should tell a clear, concise story and be structured to support assessment objectives. Typical elements include:

- Executive Summary
- Background and/or Context
- Case Evaluation
- Proposed or Actual Solutions
- Conclusion
- Recommendations
- Implementation
- Lessons Learned
- References

This structure ensures learners provide a coherent narrative while addressing assessment criteria effectively.

Centres – Planning and Development of Case Studies as an Assessment Method

Centres play a critical role in designing and implementing case studies. A well-constructed case study allows learners to demonstrate knowledge application, critical thinking, problem-solving, and professional communication within a structured framework.

Centres must:

- Plan and design case studies to provide learners with opportunities to generate sufficient evidence to meet assessment criteria
- Ensure case studies present a scenario or relevant information for analysis without supplying the answers.
- Keep case studies concise yet comprehensive, covering all relevant issues necessary to address the assessment requirements.
- Ensure accessibility, clarity, and appropriateness of language, content, and layout. The case study should be unambiguous, suitable for the learner's level and context, and free from barriers to understanding.

By following these principles, Centres create case studies that are purposeful, fair, and aligned with CMI assessment standards, enabling learners to apply theoretical knowledge to practical or simulated organisational scenarios.

Learners – How to Construct a Case Study for Assessment

Learners may be required to develop case studies using research, investigation, and analysis of real-life or simulated scenarios. Key steps include:

Step 1: Preparing the Case Study

- Conduct background reading, research, and review of the scenario
- Identify and highlight key facts, ideas, and critical issues
- Focus on two to five main problems, considering causes, impacts, and responsibility
- Explore possible solutions, referencing external research, policies, or work-based examples
- Select the most appropriate solution based on evidence, pros and cons, and lessons learned

Step 2: Drafting the Case Study

- Structure with an introduction, main body, and conclusion
- Use headings to address assessment criteria clearly
- Introduce the context, summarise key problems, and outline relevant theories or assumptions
- Analyse issues in depth, identifying links, causes, effects, and what is working or not
- Propose realistic solutions, providing evidence, rationale, and supporting research
- Include recommendations, implementation plans, and lessons learned

Step 3: Finalising the Case Study

- Review content for gaps or inconsistencies
- Ensure all assessment criteria are addressed
- Proofread for clarity, grammar, and professional presentation
- Good Practice – Planning and Development of a Case Study
- Best practice principles include:
 - Define the purpose and scope of the case study
 - Identify and analyse key problems thoroughly
 - Develop solutions and recommendations supported by evidence
 - Present information clearly, concisely, and logically
 - Demonstrate critical thinking, problem-solving, and practical application
 - Reference credible sources and evidence to support analysis and recommendations

Following these principles ensures case studies are professional, purposeful, and aligned with CMI assessment standards.

Support Resources

A range of materials is available to support the creation and submission of case study evidence. These resources help learners plan, structure, and present professional, analytical, and well-organised case studies that align with assessment criteria and command verbs:

- **MyCMI:** Case Study Examples: Chartered Manager Case Studies and Meet the Management Apprentices Case Studies.
- **MyCMI:** Articles and Insights: Articles Relating to Case Studies and Insights Relating to Case Studies.
- **MyCMI:** Checklists: Checklist 230 Using Scenarios.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in analysis, evaluation, and communication, supporting the production of high-quality evidence that demonstrates applied understanding and professional competence within CMI assessments.

Conclusion

Case studies are an effective assessment method, providing learners with the opportunity to analyse, investigate, and address complex scenarios. They enable learners to demonstrate critical thinking, problem-solving, collaboration, and communication skills while applying theoretical knowledge in practical contexts.

For Centres, assessors, markers, and moderator/ IQAs, case studies provide a consistent and reliable means of assessing learners' competencies, reinforcing professional standards, supporting continuous learning, and ensuring robust evidence of applied knowledge and skills.

Section 4 - Evidence Matrix

What is an Evidence Matrix?

An evidence matrix, also referred to as an evidence tracking sheet, is a central tool in the management and verification of work-based assessments. It provides a structured, visual representation of the alignment between a learner's submitted evidence and the corresponding units, learning outcomes (LOs), and assessment criteria (ACs).

The evidence matrix presents evidence in a clear, tabular format, enabling assessors, markers, and moderator/IQAs to systematically review and confirm that all competencies, skills, and knowledge areas have been demonstrated. The evidence matrix supports administrative efficiency, quality assurance, and compliance with CMI standards for Centres, ensuring a consistent, auditable assessment process.

What is it Designed to Do?

The evidence matrix functions as a planning and verification tool, supporting learners and Centres throughout the assessment process. Its key purposes include:

For Learners:

- **Structured Guidance:** Offers clarity on assessment expectations and requirements for each unit.
- **Comprehensive Overview:** This tool maps all LOs and ACs in one place, guiding learners through each step of the assessment process.
- **Evidence Organisation:** Helps learners systematically collate and track evidence, ensuring completeness and relevance.
- **Documentation Support:** Facilitates professional presentation of evidence, reducing the risk of omission or duplication.
- **Facilitated Communication:** Serves as a reference for queries with assessors, markers, and moderator/IQAs, ensuring mutual understanding.
- **Enhanced Preparation:** Identifies gaps in evidence, allowing learners to address them proactively before submission.
- **Visual Summary:** Provides a clear, at-a-glance overview of progress, completed units, and outstanding criteria.
- **Demonstrating Multiple Learning Outcomes:** This method allows a single piece of evidence to meet multiple LOs or ACs, promoting efficiency and reducing duplication.

For Approved Centres, moderator/ IQAs, and Marker Teams:

- **Effective Tracking:** Ensures competencies are systematically verified against all required outcomes.
- **Organised Evidence:** Streamlines review processes by linking each piece of evidence to the relevant criteria.
- **Direct Linkage:** Minimises redundant evidence while ensuring full coverage of assessment requirements.
- **Enhanced Transparency:** Facilitates rapid location and verification of evidence during internal or external moderation.
- **Gap Identification:** Highlights missing or incomplete evidence, allowing timely interventions.
- **Consistent Assessment:** Supports fair, objective, and standardised evaluation aligned with CMI policies.

For Approved Centre Administrative Staff:

- **Streamlined Processes:** Simplifies workflow management and reduces administrative burden.
- **Clear Framework:** Ensures consistency in tracking learner progress across multiple cohorts or programmes.
- **Organised Documentation:** Facilitates efficient record-keeping for audits, IQA sampling, and CMI submissions.

- **Quality Assurance Support:** Enables IQAs and moderator/ IQAs to locate, sample, and verify evidence effectively.
- **Compliance Assurance:** Maintains adherence to CMI quality standards and regulatory requirements.
- **Improved Communication:** Enhances coordination between assessors, markers, moderator/ IQAs, and administrative teams.

Synonyms for an Evidence Matrix

Common alternative terms include: Evidence Framework, Assessment Grid, Evidence Mapping Tool, Validation Matrix, Competency Matrix, Performance Evidence Grid, Documented Evidence Table, Assessment Alignment Chart, Skills Mapping Template.

These terms broadly describe tools designed to organise, validate, and track assessment evidence against learning outcomes and criteria.

Good Practice for Completing an Evidence Matrix

Adhering to good practice when completing an evidence matrix ensures the assessment process is effective, efficient, transparent, and fully aligned with CMI qualification standards. The following guidance outlines key considerations for both learners and Centres.

For Learners:

- Familiarise yourself with the assessment criteria and learning outcomes before collecting evidence.
- Ensure evidence is clearly labelled, well-organised, and accurately mapped to the relevant learning outcomes (LOs) and assessment criteria (ACs).
- Submit authentic, current, and sufficient evidence that demonstrates competence.
- Seek guidance from the Centre regarding the collection, presentation, and organisation of evidence.
- Review the matrix prior to submission to confirm that all required evidence is included.
- Retain a personal copy for reference and reflective practice.

For CMI-Approved Centres:

- Provide standardised templates and clear instructions to promote consistency across learners.
- Ensure each piece of evidence is mapped directly to the corresponding assessment criteria, supporting clarity for assessors, markers and moderator/ IQAs.
- Regularly review matrices to verify completeness, relevance, and alignment with qualification requirements.
- Ensure assessors, markers, and moderator/ IQAs are trained to verify and cross-reference evidence accurately.
- Maintain open communication with learners to clarify expectations and evidence requirements.
- Allocate sufficient time for the collection, review, and feedback of evidence.
- Prioritise quality and relevance of evidence over quantity to ensure submissions are meaningful and purposeful.

By following these practices, the evidence matrix becomes a reliable, transparent, and efficient tool for managing, tracking, and assessing learner evidence, supporting both learners and Centres in achieving consistent and credible assessment outcomes.

Templates

Centres can access all relevant assessment documents, including evidence matrix templates, via MyCMI under the Qualification Support / Qualification Assessment section. Templates are provided to standardise and simplify evidence collection.

Important: Templates must not be altered. Example completed matrices are available through CMI's MyCMI portal, providing guidance on best practice and correct mapping.

Example of a Completed Evidence Matrix

Unit 534: Professional Coaching Practice

- Demonstrates mapping of evidence to LOs and ACs.
- Provides a visual overview of learner progress and completion status.
- Supports assessors, markers, and moderator/ IQAs in efficient verification and evaluation.

Centre	Summit Management Institute	Qualification	CMI Level 5 Certificate in Professional Coaching Practice				
Learner Name		Sarah Jenkins					Please highlight below any key sections or page numbers where competency is shown on the evidence items submitted.
CMI Learner Number	P05000000	Please insert a cross (X) below to indicate which AC(s) each evidence item has met.					
Evidence Item Title		AC 1.1	AC 1.2	AC 1.3	AC 2.1	AC 2.2	Comments
Professional Coaching Assignment Plan for Coachee A		X					
Professional coaching assignment plan for Coachee B		X					
Professional coaching contract document for Coachee A		X					
Professional coaching contract document for Coachee A		X					
Observation report on coaching delivered to Coachee A			X	X			Page 2 of the observation report, specifically in the Observer Feedback Section, confirms the completion of records for professional coaching pertaining to Coachee A.
Observation report on coaching delivered to Coachee B			X	X			Page 2 of the observation report, specifically in the Observer Feedback Section, confirms the completion of records for professional coaching pertaining to Coachee B.

Centre	Summit Management Institute		Qualification	CMI Level 5 Certificate in Professional Coaching Practice		
Completed records of professional coaching for Coachee A (three professional coaching sessions)			X			
Completed records of professional coaching for Coachee B (three professional coaching sessions)			X			
Professional coaching reflective statement journal				X		
Personal SWOT Analysis				X	X	Evidence of reflection on skills, knowledge, behaviours, and areas for development identified during the delivery and outcomes of professional coaching practice can be found in the Introductory Section of the SWOT Analysis, located on Page 1
Professional Development Plan (PDP)					X	

Support Resources

A range of materials is available to support the creation, completion, and submission of evidence matrices. These resources help learners plan, structure, and map evidence effectively to learning outcomes and assessment criteria, ensuring alignment with CMI assessment standards and command verbs:

- **MyCMI:** Qualification Support / Qualification Assessment: Evidence matrix templates and examples.
- Example Evidence Matrices: Completed matrices for reference.
- **MyCMI:** Guidance Articles on Evidence Collection: Practical advice for structuring and mapping evidence effectively.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment expectations. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in organisation, evidence mapping, and reflective analysis, supporting the production of high-quality, verifiable evidence that demonstrates professional competence within CMI assessments.

Conclusion

The evidence matrix is a critical component of the CMI assessment framework. It enables learners to organise and present evidence systematically, demonstrating knowledge, skills, and competence against specific learning outcomes and assessment criteria. For Centres, markers, and moderator/ IQAs, the matrix provides a structured, transparent method to review and verify evidence, supporting consistent, fair, and efficient assessment processes.

By using an evidence matrix, all stakeholders benefit from enhanced clarity, improved communication, and streamlined workflows. This ensures that the assessment process is robust, auditable, and aligned with professional standards. It also supports continuous learning by helping learners identify gaps and track progress, reinforcing the integrity and credibility of the qualifications awarded.

Section 5 - Executive Summary

What is an Executive Summary?

An executive summary is a concise overview of a larger report, plan, or document, designed to present key information in a clear and accessible format. As an assessment method, it allows learners to demonstrate their ability to distil complex information into essential points. Executive summaries often serve as critical tools for decision-makers, offering a snapshot of content, findings, and recommendations without the need to read the full document. By summarising the main ideas, an executive summary ensures that critical information is communicated efficiently, supporting both academic and professional development.

What is it Designed to Do?

An executive summary provides a concise yet comprehensive overview of a report, plan, or project, allowing readers to quickly understand the key information without reviewing the entire document. It distils complex data, analysis, and findings into essential points, offering a clear snapshot of purpose, methods, results, conclusions, and recommendations. It enables readers to understand the key information quickly and ensures that critical points are communicated effectively.

Specifically, an executive summary should:

- **Purpose:** Explains why the report or plan was created and the objectives it seeks to achieve.
- **Methods:** Outlines the approaches, research techniques, or analytical frameworks used to gather and evaluate information.
- **Results:** Summarises the main findings or outcomes, highlighting critical insights.
- **Conclusions:** Presents interpretations drawn from the results, identifying implications and lessons learned.
- **Recommendations:** Offers actionable steps or strategies based on conclusions, supporting informed decisions.

Typically written last, the executive summary allows the learner to reflect on the full report and capture all major findings in a focused, strategic manner. It is a vital tool for managers, leaders, and decision-makers by presenting complex information clearly and succinctly, supporting effective planning, problem-solving, and evidence-based leadership.

Synonyms for an Executive Summary

Common alternative terms for an executive summary include: Overview, Abstract, Synopsis, Recap, Summary Report, Brief, Outline, Condensed Summary, Highlights, or Summary Statement.

These terms broadly describe methods for summarising key information from reports, plans, or research in a concise, accessible format.

How is an Executive Summary Structured?

An effective executive summary should provide a coherent, self-contained narrative. Learners should consider the following components when writing one:

- **Purpose:** State the aim and objectives of the report or plan.
- **Method:** Outline the research approach, techniques, or methodology used.
- **Results:** Summarise key findings or outcomes.
- **Conclusions:** Present the main insights derived from the results.
- **Recommendations:** Suggest practical actions or strategies based on the conclusions.

Example:

An executive summary is a concise overview of a report, plan, or project, designed to present key findings, insights, and recommendations in a format that can be quickly understood by decision-makers. In management and leadership, executive summaries are particularly important because leaders often need to review complex information rapidly and make informed decisions.

Purpose: The executive summary explains why the report or plan was created and the objectives it seeks to achieve. For example, a leadership report might aim to evaluate team performance, assess leadership development initiatives, or review organisational change strategies. Clearly stating the purpose demonstrates the learner's understanding of strategic objectives and organisational priorities.

Method: This section describes the approach or techniques used to gather information. In management contexts, this could include qualitative research, such as interviews with team members or senior leaders, surveys, observations, or a review of organisational data. Highlighting methodology shows how evidence was collected to support leadership decisions and problem-solving.

Results: Results summarise the key findings from the analysis. For management and leadership, this could include insights into leadership effectiveness, team performance, operational efficiency, or employee engagement. Clear presentation of results allows leaders to identify trends, gaps, and opportunities for improvement.

Conclusions: Conclusions interpret the results and draw out key insights. For example, a learner might identify that reflective practice improves leadership decision-making or that certain organisational structures hinder effective communication. Linking conclusions to leadership theory and practice demonstrates the learner's ability to apply knowledge to real-world scenarios.

Recommendations: Recommendations offer actionable steps or strategies for improvement, such as introducing structured reflection sessions, leadership training programmes, or changes in team workflows. In a leadership context, recommendations should be practical, evidence-based, and aligned with organisational goals, showing the learner's capacity for strategic thinking and applied decision-making.

The table below shows examples of what to include for the beginning, middle and end of an executive summary.

Report Type	Beginning	Middle	End
Report/Plan with Recommendations	Purpose: Explain why the report was created and objectives. Topic: Introduce subject or focus area.	Method: Outline research or analysis approach. Results: Summarise key findings. Conclusions: Interpret results and insights.	Recommendations: Provide actionable suggestions or next steps.
Report with No Recommendations	Purpose: Explain why the report was created and objectives. Topic: Introduce subject or focus area.	Method/Results: Summarise key findings or discussion points.	Conclusions: Present insights derived from the research or analysis.
Report Showing Primary	Purpose: Explain why the	Methodology/Results:	Conclusions: Present

Empirical Research	report was created and objectives. Topic: Introduce subject or focus area.	Describe research approach, data collected, and key findings.	interpretations and implications. Limitations: Note any constraints affecting results.
Business Plan / Market Analysis	Purpose: Explain why the plan was created. Topic: Introduce products/services and target market.	Method / Results: Include sales/profit forecast, market trends, and management capabilities.	Conclusions / Recommendations: Summarise financial viability, potential actions, and investment considerations.

Tailoring the Executive Summary to Different Reports or Plans:

For business-focused reports or plans, learners should additionally include:

- Unique features of products or services and their potential in target sectors.
- The skills and capabilities of the team are responsible.
- Sales and profit forecasts.
- Key financial data, including assets, investments required, and expected return on investment.

Good Practice Checklist

Learners should follow these guidelines to produce an effective executive summary:

- **Brevity:** Keep content concise and focused on essential points.
- **Self-Contained:** Ensure the summary provides a complete overview of the work.
- **Coverage:** Include methodology, key findings, conclusions, and recommendations.
- **Alignment:** Ensure consistency with the full report's themes and emphasis.
- **Clarity and Professionalism:** Write objectively, precisely, and in a clear, accessible style.

Following these principles ensures executive summaries communicate key insights clearly and meet assessment criteria.

Support Resources

A range of materials is available to support the creation and submission of executive summary evidence. These resources help learners plan, structure, and present professional, concise, and well-organised executive summaries that align with assessment criteria and command verbs:

- **MyCMI:** Checklists:
 - 021 Writing a Business Plan
 - 051 Report Writing
 - 091 Effective Business Writing
 - 228 Writing References.
- **MyCMI:** Templates: Business Plan, Project Report.
- **MyCMI:** Articles and Research: Materials and insights relating to Executive Summaries available via MyCMI.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in analysis, synthesis, and communication, supporting the production of high-quality evidence that demonstrates applied understanding and professional competence within CMI assessments.

Conclusion

Executive summaries are an essential assessment method, enabling learners to distil key findings, insights, and recommendations from reports, plans, or projects. By adhering to good practice, maintaining clarity, conciseness, and focus on essential information, learners can effectively communicate outcomes to assessors, markers, and moderator/ IQAs. Mastering executive summaries develops valuable skills in summarisation, strategic communication, and professional presentation, enhancing the impact of learner evidence and supporting assessment success.

Section 6 - Expert Witness and Witness Testimony

What is a Witness Testimony?

A witness testimony is a formal statement provided by an individual with direct, relevant knowledge of a learner's performance in their workplace. Typically supplied by a line manager, colleague, or team member, the testimony captures firsthand observations of the learner's actions, behaviours, and competencies in real-world work situations.

Witnesses should possess relevant expertise, a clear understanding of the standards being assessed, and knowledge of the learner's role and responsibilities. This enables them to accurately attest to the learner's competencies in their day-to-day work environment and ensures they can accurately attest to the learner's capabilities. Witness testimonies are usually considered secondary evidence and serve to support and validate the learner's primary evidence.

What is it Designed to Do?

Witness testimony provides valuable insights into a learner's competencies, particularly in situations that are:

- **Infrequent or unplanned:** Documenting competencies demonstrated during rare or spontaneous events, such as crisis management or unexpected decision-making.
- **Challenging for assessors to observe directly:** Offering evidence from individuals naturally present in the learner's daily work environment where direct observation by assessors, markers, or moderator/ IQAs is impractical or impossible to observe all competencies directly. For example, they are valuable in assessments involving rare but severe incidents, emergencies, or sensitive matters, such as a workplace accident, where firsthand accounts can provide crucial clarity and context regarding the event's circumstances.

A witness testimony, therefore, provides critical supplementary evidence from individuals naturally present or involved in the learner's daily work activities.

Key benefits of witness testimonies include:

- **Contextual Insight:** Witnesses can provide a deeper understanding of the learner's behaviour in the workplace, highlighting performance that may not be captured through formal assessments.
- **Natural Evidence of Skills:** Testimonies reflect everyday tasks and challenges, including problem-solving under pressure, conflict resolution, and adaptability.
- **Broader Perspective:** Witnesses can highlight the learner's range of competencies, including areas of improvement over time.
- **Learning Application:** Evidence can demonstrate how learners have applied lessons from previous experiences, feedback, or training.
- **Support for Sensitive Situations:** Witness testimonies can provide anonymised evidence in confidential or sensitive workplace contexts.

Witness testimony plays a vital role as supporting evidence within the assessment process. When used alongside primary evidence, witness testimonies offer a comprehensive view of a learner's abilities, supporting accurate and well-rounded assessment outcomes.

Synonyms for Expert Witness and Witness Testimonies

Expert Witness

An expert witness is an individual recognised for their specialist knowledge or expertise relevant to a learner's assessment. Alternative terms commonly used to describe an expert witness include:

- Specialist Witness
- Professional Witness
- Authority Witness
- Subject Matter Expert (SME)
- Technical Expert

Witness Testimony

A witness testimony is a formal account provided by an individual observing a learner's performance. Synonyms and alternative terms include:

- Witness Statement
- Affidavit
- Declaration
- Deposition
- Expert Opinion
- Sworn Statement
- Attestation
- Evidence Report
- Testimonial

These terms broadly refer to documented observations or expert accounts used to validate a learner's competencies within an assessment context.

How is a Witness Testimony Structured?

Accurate documentation is essential for transparency and accountability. Two key documents form the structure:

- **Witness List:** Records each witness's name, department, organisation, role, signature, date of testimony, and the period or specific events referenced.
- **Witness Testimony:** Is a detailed account of observed events or behaviours, offering context and examples to support the learner's narrative evidence in accordance with the requirements of the assessment criteria and learning outcomes.

Both documents establish a formal structure to verify the authenticity and relevance of the testimony.

Key Considerations for Effective Witness Testimonies

Effective witness testimonies provide reliable, relevant, and impartial evidence of a learner's competencies. To ensure quality and alignment with assessment Standards, CMI Centres should consider the following:

- **Credibility and Expertise of the Witness:** Witnesses must have a thorough understanding of the learner's role, responsibilities, and the competencies being assessed. They should be able to evaluate performance accurately against the relevant learning outcomes and assessment criteria.
- **Direct Observation of Workplace Competencies:** Witnesses should base their testimony on direct observations of the learner's behaviour in real work settings. This includes both routine tasks and challenging or unplanned situations, providing a comprehensive view of the learner's abilities and decision-making skills.
- **Alignment with Assessment Standards:** Testimonies must clearly reflect the specific standards, learning outcomes, and assessment criteria. This ensures that the evidence directly supports the assessment objectives and contributes to a consistent and fair evaluation.
- **Authenticity and Objectivity:** Witness testimonies must be independent, original accounts reflecting the witness's own observations. Learners must not draft or influence the content, as this would compromise credibility. Independent documentation guarantees that the evidence is impartial, accurate, and trustworthy.

By adhering to these principles, Centres can ensure that witness testimonies effectively supplement primary evidence, providing a well-rounded, reliable picture of the learner's performance in authentic workplace scenarios.

Good Practice Checklist

Centres should use the following checklist to ensure witness testimonies meet assessment and quality assurance standards:

- **Witness Qualification:** Is the witness appropriately positioned to provide testimony based on their experience with the learner
- **Authenticity and Independence:** Is the testimony honest, objective, and free from conflicts of interest?
- **Alignment with Primary Evidence:** Does the testimony support the learner's primary evidence?
- **Relevance to Competencies:** Does the testimony focus on observable behaviours aligned with the assessment criteria and learning outcomes?
- **Date and Signature:** Is the testimony signed and dated to confirm accuracy?

This checklist ensures that witness testimony is reliable, relevant and effectively supports the assessment process. Examples are provided below.

Examples of both documents are provided below.

Example 1 Witness List: The Witness List serves as a key document that formalises the witnesses' roles in the assessment process, ensuring a structured and reliable approach to gathering testimony as part of the Learner's qualification evidence.

Name	Position/Role	Relationship to the Learner	Relevant Expertise	Date	Status	Sample signature	Contact
Full name of the individual providing the testimony.	The official job title or role within the organisation. This helps to verify the witness's authority and relevance in observing the Learner. For example, Line Manager, Head of Department, Project team member, or Colleague.	Describe the witness's connection to the Learner, for example, direct supervisor, team member, or project partner. This provides context for their observations.	Outline any qualifications, experience, or specific expertise the witness has related to the competencies being assessed. This section highlights the witness's credibility and relevance in providing testimony.	The exact date on which the witness provided their testimony Including the date ensures timeliness and allows assessors to see when the observations were recorded.	Qualified Assessor. Qualified IQA Expert Witness (Please state credentials)	The exact date on which the witness provided their testimony Including the date ensures timeliness and allows assessors to see when the observations were recorded.	Contact information, for example, email, phone number, for follow-up if the assessor or CMI's Quality Manager (QM) needs additional clarification or validation of the testimony.
Example							
Emily Smith	Head of Marketing and Brand Strategy	Line Manager	Over 10 years of experience in developing and executing comprehensive marketing and brand strategies, including extensive expertise in market positioning		Holds CMI level 7 Qualification. Chartered Manager (Cmgr)	E Smith	e.smith@emailaddress.co.uk

			and multi-channel campaign management. Currently serves as Head of Department and holds a Level 7 qualification in Leadership and Management.				
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Witness List – Good Practice

To ensure witness testimonies are effectively documented and managed, Centres should follow these best practices:

- **Organise Chronologically:** List witnesses in the order they provided testimonies to allow clear tracking of each contribution.
- **Maintain Clarity:** Use straightforward, professional language and avoid jargon or abbreviations to ensure accessibility for all parties.
- **Ensure Confidentiality:** Safeguard personal information in compliance with relevant data protection regulations, such as UK GDPR. Collect, store, and share data only as necessary for assessment purposes, and restrict access to authorised personnel. Extra care should be taken with sensitive information, including contact details or any other identifiable data.

Example 2: Witness Testimony: The Witness Testimony serves as a vital component in the assessment process, formalising the accounts of individuals who observed the event, ensuring a structured and reliable approach to gathering evidence as part of the Learner's qualification evaluation.

Witness Testimony			
Learner Name:	Joe Blogs	CMI Learner Number	P00000000
Name of Witness	Emily Smith	Witness Status	Line Manager
Qualification:	CMI Level 5 Diploma in Management and Leadership	Unit	Principles of Developing, Managing and Leading Individuals and Teams to Achieve Success
Date	xx/xx/xxxx	Location	Remote
Detail:		Link to Unit and Assessment Criteria	
As a new member of the team, Joe has been given the responsibility of managing two remote teams, each consisting of seven members, who work from various locations and come together for in-person meetings on Friday mornings. Recently, the organisation announced changes that would affect the workload and responsibilities of the team members, presenting challenges related to workload management, communication, and conflict resolution. In response to these challenges, Joe transformed the weekly Friday meeting into a "Change Meeting." During these meetings, Joe briefed the teams on the upcoming changes, explaining the rationale behind them and introducing the change curve to help the teams understand how individuals typically respond to change.		Unit 504 AC 1.4	

This approach allowed team members to better recognise their reactions and understand how their colleagues may be feeling during the transition.

In addition to the weekly meetings, Joe has implemented regular check-ins with individual team members to address any personal concerns. Feedback from the team has been positive, with many members feeling that they have been heard and supported throughout the transition. As Joe's line manager, I have observed him successfully applying these strategies in alignment with our organisation's HR policies and processes. He has demonstrated a strong ability to adapt his leadership style to meet the diverse needs of the team members, showing empathy and fostering open communication.

Joe has been proactive in managing the challenges associated with remote team dynamics and has worked effectively to address concerns and resolve any emerging conflicts. His approach to managing workload, communication, and team relationships during this period of change has been impressive, reflecting the qualities of a capable and competent leader in a remote environment.

Witness Testimony – Good Practice

To ensure witness testimonies provide reliable and meaningful evidence, the following best practices should be observed:

- **Direct Observation:** Base the testimony on first-hand observation of the learner's work and demonstrated competencies.
- **Alignment with Assessment Criteria:** Ensure the testimony directly addresses the specific learning outcomes and assessment criteria of the CMI qualification.
- **Clarity and Professionalism:** Use clear, objective, and professional language, avoiding ambiguity or jargon.
- **Contextual Understanding:** Demonstrate a thorough understanding of the learner's role, responsibilities, and workplace environment.
- **Sufficient Evidence:** Provide enough detail to clearly illustrate the learner's performance in authentic, real-world situations.

Support Resources

A range of materials is available to support the creation and submission of witness testimonies. These resources help learners, Centres, assessors, markers, and moderator/ IQAs plan, structure, and present professional, clear, and authentic statements that align with assessment criteria and command verbs:

- **MyCMI:** Command Verb Definitions List (2024).
- **MyCMI:** Policies.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong

foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to support the collection of verifiable, reliable, and well-structured evidence, helping learners demonstrate competencies, behaviours, and professional practice effectively within CMI assessments.

Conclusion

When implemented correctly, witness testimonies are a vital component of the assessment process, providing supplementary and reliable evidence of learner performance in authentic workplace scenarios. They capture competencies that may be difficult to observe directly, offering a fuller and more accurate picture of a learner's abilities. Adhering to good practice ensures that witness testimonies are credible, relevant, and effectively aligned with the assessment criteria and learning outcomes, enhancing the overall integrity and robustness of the assessment process.

For assessors, markers, and moderator/ IQAs, well-prepared witness testimonies offer clear, verifiable evidence that supports objective assessment decisions and facilitates efficient evaluation. Witness testimonies improve consistency, transparency, and fairness in assessment and quality assurance processes by providing independent observations alongside the learner's primary evidence. This contributes to confident, accurate judgements of learner competence, supporting professional standards and strengthening the reliability of the qualifications awarded.

Section 7 - Metaverse Activity and Evidence

What is Metaverse Activity / Evidence?

Metaverse activity, or metaverse evidence, refers to interactions, engagements, or actions that occur within a metaverse, a shared, immersive, persistent, digital universe. In this context, learners participate in virtual environments using avatars, augmented reality (AR), or virtual reality (VR) technologies, engaging in activities that can generate evidence for assessment purposes.

Metaverse evidence can demonstrate achievements, participation, skills, or experiences within the virtual environment. As digital technologies evolve, metaverse activities offer innovative ways for learners to develop and showcase competencies in immersive, realistic scenarios, supporting both professional development and assessment objectives.

The metaverse is conceived as an interconnected, 3D digital ecosystem distinct from isolated games or virtual platforms. It is persistent and continuously evolving, allowing users to create, contribute, and interact in meaningful ways. Learners can engage in collaborative projects, problem-solving simulations, training, or assessments, generating evidence that reflects their capabilities in realistic, dynamic environments.

What is it Designed to Do?

Metaverse activity and evidence are designed to provide learners and Centres with a flexible, interactive, and immersive assessment tool. Key purposes include:

- **Immersive Learning and Assessment:** Learners can demonstrate practical skills, decision-making, communication, and problem-solving in virtual simulations that replicate real-world challenges.
- **Evidence of Competence:** Actions performed within the metaverse can be captured and mapped to assessment criteria, providing verifiable evidence of learning outcomes.
- **Interactivity and Collaboration:** Learners can engage in collaborative projects, peer learning, or leadership tasks within the digital space, reflecting teamworking and management competencies.
- **Accessibility and Inclusion:** The metaverse offers opportunities for learners to participate regardless of geographical location, enhancing access to dynamic assessment experiences.

Metaverse activities are particularly valuable for competencies that are difficult to observe in physical settings, such as complex decision-making, strategic planning, leadership in virtual teams, and digital collaboration.

Synonyms for Metaverse Activity

Common alternative terms for metaverse activity include: Virtual World Interaction, Digital Realm Activity, Virtual Space Engagement, Metaverse Involvement, Virtual Universe Actions, Digital Environment Interactions, Virtual Realm Participation, Metaverse Experiences, Digital World Engagements, Virtual Landscape Actions, Virtual Reality Activities, Cyberspace Interactions.

These terms broadly describe activities, interactions, and engagements within digital or virtual environments that can generate evidence for learning, assessment, or professional development purposes.

Components and Structure of Metaverse Activities and Evidence

Evidence from metaverse activities should be clearly documented and mapped to relevant learning outcomes and assessment criteria. Examples include:

- **Virtual Learning and Training:** Learners participate in virtual classrooms, workshops, or simulations. Evidence may include certificates, attendance records, or session recordings.
- **Collaborative Projects:** Engagement in virtual business, creative, or research projects. Evidence can include project documentation, shared digital artefacts, or collaboration logs.
- **Scenario-Based Activities:** Participation in simulations such as virtual business meetings, coaching exercises, or conflict-resolution scenarios. Evidence may include screenshots, video recordings, or activity logs.
- **Assessments and Challenges:** Completion of virtual assessments or gamified challenges. Evidence can include assessment records, digital progress logs, or virtual rewards.

All metaverse-based assessment activities must be explicitly mapped to CMI qualification units and assessment criteria. Any implementation of metaverse evidence requires prior authorisation from CMI to ensure alignment with assessment standards.

Good Practice for Centres and Learners

When using metaverse activities as evidence, Centres and learners must adhere to best practice to ensure the quality, reliability, and validity of the assessment process. All metaverse activities should be explicitly aligned with the relevant learning outcomes and assessment criteria, ensuring that each activity provides demonstrable evidence of the competencies required by the qualification.

- Learners must document their actions accurately and objectively, avoiding any false or exaggerated records. Centres should verify the authenticity of submitted evidence, ensuring that it genuinely reflects the learner's engagement and performance within the metaverse.
- Accessibility is a key consideration. Centres should address potential barriers to participation, including technology availability, digital literacy, and additional learning needs, ensuring that all learners can fully engage with the platform.
- Evidence must be structured and clearly documented, including relevant timestamps, contextual information, participant roles, and outcomes. This organisation supports markers and moderator/ IQAs in evaluating the evidence consistently and effectively. Evaluation and moderation processes should ensure that metaverse evidence meets qualification standards, maintaining reliability, validity, and fairness.
- Data privacy and security must also be prioritised. Centres and learners should comply with applicable data protection regulations, such as UK GDPR, when collecting, storing, and sharing metaverse activity records. Personal and sensitive information must be protected, with access restricted to authorised personnel only.

Good Practice Checklist for Metaverse Evidence

Key Area	Good Practice Guidance
Alignment with Assessment Criteria	Ensure activities are explicitly linked to learning outcomes and assessment criteria.
Authenticity of Evidence	Document learner actions accurately and objectively; avoid false or exaggerated records.
Accessibility Considerations	Address barriers such as technology availability, digital literacy, and additional learning needs.
Structured	Capture evidence clearly, including timestamps, context, participant roles, and

Documentation	outcomes.
Evaluation and Moderation	Assessors, markers and moderator/ IQAs should verify evidence against qualification standards for reliability and fairness.
Data Privacy and Security	Comply with regulations such as UK GDPR, protecting sensitive information and restricting access to authorised personnel.

By following these principles, Centres and learners can ensure that metaverse activities provide robust, verifiable, and meaningful evidence of learner competence, supporting a credible and inclusive assessment process.

Support Resources

A range of resources is available to support the planning, documentation, and presentation of metaverse evidence. These materials help learners, Centres, assessors, markers, and moderator/ IQAs structure professional, clear, and evidence-aligned submissions:

- **MyCMI:** Articles and Insights:
 - The Metaverse: It's Time for Action
 - A New Reality for Diversity and Inclusion
 - Leaders Need to Survive in the Age of AI
 - Virtual Workplaces: A New Trend in a Hybrid World

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these resources to support preparation and ensure alignment with CMI assessment criteria and command verbs. While these materials provide a strong foundation, additional resources may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to support the integration of metaverse activities into learning and assessment strategies, helping learners produce high-quality, professional evidence that demonstrates applied knowledge, skills, and behaviours within CMI qualifications.

Conclusion

Metaverse activities provide a highly innovative and immersive method for assessment, enabling learners to demonstrate competencies in realistic virtual environments. Through interactive simulations, role-playing scenarios, and digital projects, learners can showcase problem-solving, decision-making, communication, and collaborative skills. For Centres, the metaverse allows the design of dynamic assessment experiences that go beyond traditional methods, offering a more holistic evaluation of learner capabilities.

Well-managed metaverse evidence benefits assessors, markers, and moderator/ IQAs by providing verifiable, accessible, and structured documentation of learner performance, supporting objective and consistent assessment decisions. While careful consideration must be given to resources, accessibility, and technological infrastructure, the metaverse has the potential to expand participation, enhance engagement, and drive innovation in assessment practices, contributing to improved learning outcomes and the future of professional development.

Section 8 - Mind and Concept Maps

Maps

What are Mind Maps and Concept Maps?

Mind Maps

A mind map is a visual tool for organising information around a central idea. It helps illustrate how different concepts or pieces of information are connected. A mind map typically begins with a main concept at the Centre and branches out into related subtopics, making it easier to identify relationships, connections, and overall structure. Mind maps support creative thinking and help learners structure information in a meaningful, accessible way.

Concept Maps

A concept map is a visual representation that shows how various concepts relate to each other. Concept maps can take multiple forms, unlike mind maps, including charts, tables, flowcharts, Venn diagrams, timelines, or T-charts. These representations illustrate relationships between ideas, helping learners organise and clarify complex information systematically.

What are they Designed to Do?

Mind maps and concept maps are both powerful visual tools for organising and representing information, but each serves a slightly different purpose and structure.

Mind Maps

Mind maps are designed to simplify and organise information around a single, central topic. The primary idea sits at the Centre, with related ideas branching outward, often in a radial or tree-like structure. This format is ideal for brainstorming, note-taking, and idea generation. Mind maps are especially effective for:

- Planning and structuring projects
- Retrieving and recalling information
- Enhancing creativity and problem-solving
- Organising thoughts and preparing presentations

Mind maps are generally less detailed and focus on visual connections, supporting learners to explore relationships between ideas and concisely summarising information.

Concept Maps

Concept maps are designed to represent how different ideas or concepts are interconnected, often using a hierarchical or networked structure. This method is ideal for analysing existing, complex ideas and communicating them clearly. Concept mapping is beneficial for:

- Clarifying complex relationships
- Demonstrating understanding of interdependent concepts
- Presenting knowledge frameworks or processes
- Supporting reflective learning and structured analysis

Concept maps help learners demonstrate higher-level cognitive skills, including analysis, synthesis, and evaluation.

Synonyms for Mind Maps and Concept Maps

Common alternative terms for mind maps include: Idea Map, Brainstorm Diagram, Thought Map, Visual Organiser, Idea Web, Cognitive Map.

Common alternative terms for concept maps include: Knowledge Map, Flow Diagram, Information Map, Hierarchical Chart, Schematic Diagram.

These terms are used interchangeably to describe visual tools representing ideas, concepts, and relationships. Both mind maps and concept maps help learners structure information, demonstrate understanding, and present complex ideas in an accessible and organised format suitable for learning and assessment purposes.

Good Practice for Centres and Learners

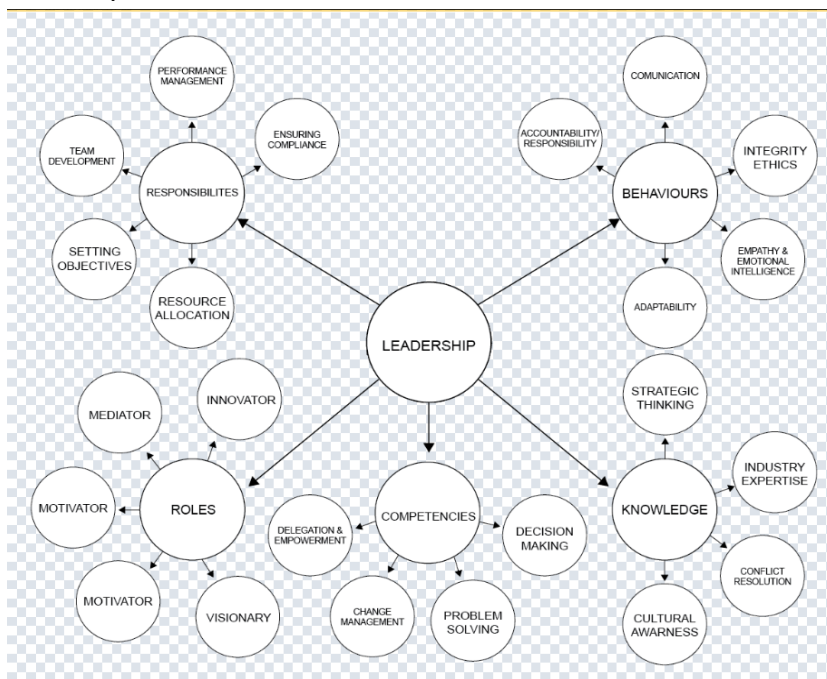
When using mind maps and concept maps as part of assessment evidence, both Centres and learners must follow good practice to ensure the assessment process's integrity, consistency, and value.

Mind maps and concept maps should be aligned to the relevant learning outcomes and assessment criteria, demonstrating how the visual representation supports understanding and achieving these standards. Learners must ensure that all maps are authentic, original, and based on their own understanding. Any use of templates or collaborative work should be clearly referenced and contextualised.

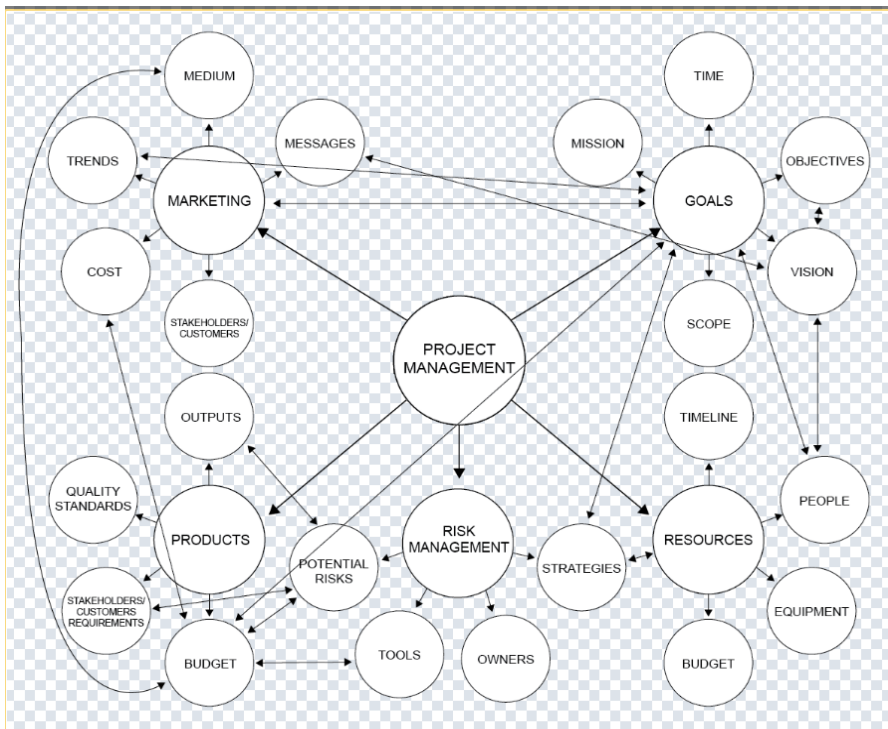
Centres should guide learners in structuring maps effectively, ensuring they capture relationships, hierarchy, and clarity of thought. Assessors, markers, and moderator/ IQAs should verify that the visual evidence corresponds accurately to the learner's written or verbal submissions and that it provides reliable support for the assessment judgement.

Examples of Mind Map and Concept Map

Mind Map



Concept Map



Good Practice Checklist

Focus Area	Good Practice Guidance
Alignment with Criteria	Ensure that maps are explicitly linked to learning outcomes and assessment criteria.
Authenticity	Confirm that the learner's work is original, accurately representing their understanding.
Clarity and Structure	Use clear labelling, logical connections, and visual organisation to illustrate relationships.
Depth of Understanding	Demonstrate analytical and reflective thinking through structured mapping of key concepts.
Integration with Evidence	Support written or practical evidence with visual maps that add clarity and coherence.
Moderation and Consistency	Ensure assessors, markers, and moderator/ IQAs apply consistent standards when reviewing visual evidence.

Support Resources

A selection of resources, templates, and tools is available to support learners, Centres, assessors, markers, and moderator/ IQAs in planning, structuring, and presenting mind maps and concept maps within assessment. These materials help learners produce clear, professional, and visually organised evidence that aligns with assessment criteria and command verbs:

- **MyCMI:** Articles and Insights:
 - Pearls of Wisdom: Mind Maps

-
- The Application of Mind Maps
 - Creating Mind Maps (Jane Smith and Steve Morris)
 - Mind Maps for Just About Everything (Jane Smith and Steve Morris)
 - Insights – Mind Maps

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these resources to support preparation and ensure alignment with CMI assessment standards. While these materials provide a strong foundation, additional resources may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to help learners develop analytical, organisational, and presentation skills while producing high-quality visual evidence that demonstrates understanding, application, and professional competence within CMI assessments.

If you like, I can also create a fully standardised support resources section for all remaining

Conclusion

Mind maps and concept maps are valuable assessment tools that support both learners and Centres in demonstrating and evaluating understanding. These visual methods enable learners to organise and synthesise information, showing the depth and structure of their thinking. For Centres, they offer a clear and reliable way to assess comprehension and conceptual connections.

To maintain assessment integrity, learners must ensure authenticity and originality in their work, while Centres should verify alignment with assessment standards. When used effectively, mind maps and concept maps enrich the learning and assessment experience, fostering creativity, critical thinking, and clarity in communication.

Section 9 - Observation

What is an Observation?

An observation involves an assessor or marker closely observing a learner undertaking a task or series of tasks in their normal workplace setting. This assessment method enables learners to demonstrate competence through authentic, naturally occurring work activities.

What is it Designed to Do?

Observational assessment is deemed the most appropriate assessment method for practical skills. By watching the learner complete a task, they can demonstrate their occupational competence. Observation is suitable for assessing skills and behaviours in real situations and provides valid and reliable data. By watching the learner perform workplace activities, the assessor or marker can judge the learner's capability against defined assessment criteria.

While observation provides robust evidence of occupational competence, it is less suitable for assessing knowledge. A learner may be able to perform tasks effectively (for example, leading a meeting) without understanding the underlying theory (such as leadership styles). Direct verbal questioning can be incorporated during or after the observation to assess underpinning knowledge and confirm understanding.

Synonyms for Observation

Common alternative terms for observation include: Watching, Monitoring, Review, Scrutiny, Inspection, Surveillance, or Consideration.

These terms collectively describe the process of systematically observing and evaluating a learner's performance to determine competence and alignment with qualification requirements.

What Does Evidence of an Observation Look Like?

Evidence from an observation should demonstrate the learner undertaking real work activities that align with qualification criteria. Preferred evidence formats include:

- Video recordings (recommended) or audio recordings showing the learner completing their duties with the assessor present.
- A full written transcript or detailed observation report produced by the assessor or marker.

The evidence should show how the learner's actions demonstrate their competency against relevant criteria and unit(s) within their CMI qualification.

CMI Approved Centres

At the conclusion of the observation, the assessor or marker must record their formal assessment decisions. This should include clear references to the assessment criteria achieved, supported by timestamps or specific examples within the evidence. Centres may use CMI marking sheets or observation report templates provided within qualification syllabi.

Decisions must align with CMI command verbs, ensuring that competence, not inferred knowledge, is evidenced. Where video or audio evidence is submitted, timestamps should be used within the marking documentation to identify key moments demonstrating competence. This supports effective internal quality assurance (IQA) and

CMI moderation. When a Centre submits a moderation claim for units assessed by observation, it must be prepared to share the observation recording, assessment record, and relevant IQA documentation with the CMI moderator/ IQA.

Registered Centres

From 18 April 2023, units requiring observation as a mandatory assessment method are unavailable for new registrations. Centres should consult their Quality Manager (QM) and the qualification syllabus for guidance. For learners registered before this date, Centres must submit observation recordings and a contextual summary to the CMI marking service. The summary should outline the activities undertaken, relevant time points, and the unit(s) the observation applies to. The CMI marking team will review this evidence, determine which criteria have been met, and provide feedback.

Safeguarding

Observation places assessors, markers and moderator/ IQAs, in positions where they may witness inappropriate or unsafe practices. All Centre staff and CMI representatives must therefore act in accordance with the CMI Safeguarding Policy. CMI is committed to safeguarding and promoting the welfare of all learners, including children, young people and vulnerable adults. Anyone who suspects a learner or individual is at risk of harm must follow the correct reporting procedures immediately. It is not the responsibility of CMI or its Centres to investigate such concerns, but to escalate them appropriately to the relevant authorities.

If an assessor or marker believes that any individual's safety or well-being is compromised during an observation, the observation must be paused or terminated immediately until appropriate measures are in place. Assessors or markers should also consider safeguarding competency requirements within relevant qualifications. Where learners demonstrate gaps in safeguarding awareness or practice, these should be addressed as part of their developmental feedback and action planning.

Good Practice for Centres and Learners

Centres must follow the qualification syllabus and unit-level guidance to ensure observation is an appropriate and valid assessment method. Good practice principles for Centres, learners, assessors, markers, and moderator/ IQAs include:

- **Assessor competence:** Observations must be conducted by an assessor or marker with suitable expertise and experience, as outlined in the CMI Quality Assurance Handbook and qualification guidance. For example, in the Level 5 Coaching qualification suite, observation must be conducted by an experienced mentor, coach, or tutor with professional membership (EMCC UK, ICF UK, AC) or a minimum of five years' relevant experience.
- **Planning:** Observations should be planned collaboratively between the learner and the assessor to align with naturally occurring workplace activities. Clear links to assessment criteria must be established in advance.
- **Method:** Observations may be conducted in person or virtually via video or audio recording. For remote observations, the assessor or marker must ensure the visibility and audibility of all participants to avoid disadvantages to the learner.
- **Confidentiality and consent:** Assessors or markers must obtain written or recorded consent from the learner and other participants before commencing the observation. All parties must understand that the observation can be paused or stopped at any time.
- **Ethical practice:** Activities involving confidential or sensitive matters (such as appraisals, disciplinary meetings, or sessions with vulnerable individuals) are unsuitable for observation.
- **Timing:** Assessors should ensure learners are appropriately prepared before formal observation, allowing for mock observations or practice sessions where helpful.

- **Flexibility:** Observations should be as natural and unscripted as possible to represent workplace performance authentically.
- **Feedback:** Immediate developmental feedback should follow the observation, encouraging learner reflection before detailed written feedback is provided.
- **Quality assurance:** Centres must ensure accurate assessment records, moderation readiness, and adherence to appeals and complaints procedures.

Good Practice Checklist for Observation

This checklist is designed to help Centres, learners, assessors, markers, and moderator/ IQAs plan, conduct, and record observations in line with CMI policy and qualification requirements.

It ensures that observation as an assessment method is valid, reliable, ethical, and aligned with the principles of safeguarding, fairness, and authenticity.

Good Practice Area	Key Actions and Considerations
Planning and Preparation	• Follow the CMI syllabus and unit guidance to confirm that observation is a valid assessment method. • Collaborate with the learner to identify naturally occurring workplace activities aligned to assessment criteria. • Schedule the observation when the learner can best demonstrate competence. • Involve supervisors or managers where necessary to minimise disruption to workplace routines. • Consider mock observations for developmental feedback before the formal assessment.
Assessor, Marker and moderator/ IQA Competence	• Ensure that the assessor, marker, or moderator/ IQA meets the qualification and experience requirements detailed in the CMI Quality Assurance Handbook. • For qualifications such as Level 5 Coaching, the observation must be conducted by an experienced coach, mentor, or tutor (for example, EMCC UK, ICF UK, AC membership or equivalent experience/qualification). • Maintain up-to-date knowledge of assessment principles, observation techniques, and safeguarding responsibilities.
Ethical Practice, Consent and Confidentiality	• Obtain written or recorded consent from the learner before the observation begins. • Secure consent from all participants involved (e.g. team members, clients, coachees, mentees). • Explain clearly that the observation can be paused or stopped by any participant if they feel uncomfortable. • Avoid observing confidential, sensitive, or high-risk activities such as appraisals, disciplinary or grievance meetings, or sessions with vulnerable individuals. • Store observation recordings securely and restrict access to authorised personnel only.
Observation Delivery	• Observations may be conducted in person or remotely using video or audio recording. • For remote observations, ensure visibility and audibility of all

	participants; adjust camera placement or audio quality as needed. - Clearly explain the observation process to all participants, including start and end points. - Conduct the observation unobtrusively to allow the learner to perform naturally and authentically. - Avoid influencing or directing the learner's actions during the observation.
Safety and Safeguarding	- Assessors and markers must remain vigilant for any behaviour or situation that may compromise safety or wellbeing. - Pause or terminate the observation immediately if safeguarding concerns arise. - Follow the CMI Safeguarding Policy for escalation and reporting procedures. - Reinforce safeguarding awareness and competency within learner feedback where appropriate.
Flexibility and Timing	- Plan for flexibility to allow a natural and unscripted performance that reflects the learner's genuine skills and behaviours. - Agree in advance how long the observation will last and when breaks may be taken. - Ensure the observation duration aligns with the scope of assessment criteria and qualification guidance (for example, Level 5 Coaching units 534, 536, and 537).
Questioning and Clarification	- Prepare open-ended questions in advance to confirm knowledge or clarify actions observed. - Ask questions at appropriate times (during or after the observation) to avoid disrupting performance. - Record or note any unplanned questions asked and responses given. - Use questioning to confirm understanding rather than to lead or prompt answers.
Evidence Recording and Documentation	- Record the observation using video or audio whenever possible; alternatively, provide a detailed written report or transcript. - Use timestamps within the recording and marking documentation to identify key moments demonstrating competence. - Clearly map observed performance to the relevant CMI assessment criteria and command verbs. - Use approved templates (e.g. CMI observation report forms) or equivalent Centre-designed documentation. - Maintain clear assessment records for internal quality assurance (IQA) and CMI moderation.
Feedback and Reflection	- Provide immediate verbal feedback where possible, encouraging the learner to reflect first on their own performance. - Highlight strengths, identify development areas, and link feedback to qualification criteria. - Confirm that detailed written feedback will be provided after the assessment record is completed. - Use the observation process to remind learners of the Centre appeals and complaints procedures.
Quality Assurance and	Ensure observation evidence, assessment records, and IQA reports

Moderation	are complete, accurate, and securely stored. • Be prepared to share observation recordings, documentation, and IQA outcomes with the CMI moderator/ IQA for verification. • Ensure all observation decisions are consistent, fair, and aligned to qualification standards. • Monitor assessor or marker practice regularly through internal standardisation and professional development activities.
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Example of Observation Report

Professional Team Coach	Sarah Jenkins
Observer	Deborah Burton
Team/Coachee's	John Willis, Emma Cookhill and Anita Patel
Date of Observation	24.10.2025 <i>Please see the Observation video record file - "DB TC Obs 24.10.2025"</i>
Context of Team Coaching Assignment	This Observation relates to unit 536 of the 5D36 CMI Diploma in Professional Coaching Practice.

Success Indicators: Professional Team Coaches the ability to:		
Unit AC	Time stamp (min : secs)	Observation
Select and use team coaching models and approaches. (AC 2.1 and 2.2)	08:40	The Coach had selected to use both the GROW model and Person Centred coaching approaches during the planning phase for this assessment. The Observation showed at 08:40 that the Coach got the Team Members to review what the overall Goals for their department were for the quarter, they explored what progress had been made and the current challenges. The Coach encouraged the Team members to explore the different options available to move forward and to evaluate which would be the most effective pathway.
Embed principles of diversity and inclusion in team coaching practice. (AC2.2)	15:30-22:10	The team members were all respected by the Coach, given space to work through the challenges and empathy was shown where they had experienced conflict. This all enabled a successful session to occur.
Establish parameters for coaching, expectations for behaviour, engagement, confidentiality. (AC2.1)	01:30-05:40	The Coach set some clear boundaries with the Team at the start of the session and this included the Team helping to identify what they wanted to achieve. Agreements were made around confidentiality and all parties accepted that whilst this was being recorded, the records would not be shared with any other parties without prior consent. The Coach had used a written consent declaration which Team members were all comfortable with.

Be an ambassadorial for the coaching profession (for example; professional appearance and behaviours, being present, confident, self-managing, self-aware). (AC2.2)	01:30 10:20 45:50	The Coach was dressed in a professional manner which was appropriate for the individuals involved and the business setting. The Coach started the meeting in a confident and assertive manner to gain effective engagement from all. The Coach demonstrated good self-awareness when the meeting reached a sticking point by suggesting different ways of considering the challenges, rather than providing any direct solutions which could have been an easier option. Self-Management was evident throughout with a clear start to the meeting, enabling Team members in the middle and ensuring that there was a summary with agreed actions at the end
Use emotional intelligence (for example; empathy, trust, rapport, unconditional positive regard). (AC 2.2)	32:45	Empathy was clearly shown to a Team Member (JW) that was experiencing conflict from a disillusioned junior colleague. The Coach built trust with the Team Member by exploring the reasons behind this and what they felt could be undertaken to positively influence this.
Be spontaneous, open, flexible, resilient, respectful. (AC2.2)	12:20	The Coach was flexible in allowing the Team to decide how they felt they could best explore the challenges at hand and move towards action. One Team Member (EC) was initially resistant at discussing one key problem (staff retention) but the Coach showed resilience here by indicating the potential dangers of exploring other areas without trying to address that area effectively.
Respond effectively to changes and challenges which occur during team coaching. Manage team and power dynamics. (AC2.2)	18:00	The Team members discussed how there were new financial targets which were affecting the previous work they had undertaken together and there was now some resentment. The Coach skilfully encouraged the Team members to consider if there were any helping forces or opportunities which could link both areas together in a positive manner.
Communicate effectively: Use verbal/non-verbal communication. Questioning skills. Listening skills. Provides effective feedback. Use of silence. Builds and sustains rapport. (AC2.2)	32:45	The Coach used effective verbal communication throughout the meeting. The body language, attention and listening skills provided by the Coach greatly encouraged the Team members to discuss issues. The Coach provided some clear summaries both during the meeting and at the close. The positive rapport that had been developed allowed one Team Member to explore their challenges in depth
Organise professional team coaching (for example; time management, scheduling, record keeping). (AC2.2 and 2.3)	52:30 04:20	Following the meeting the Coach was able to show me the planning notes that she had undertaken before the session which established the time allocation and key objectives. The Team were reminded of the time available at the start of the meeting The Coach also shared with me her completed notes made following the session and this included both a summary together with the areas that she had identified that would be advantageous to explore in the next session and this had been circulated to all of the team members.
Application of coaching duty.	Throughout	The Coach is adhering to the Association of Coaching Competency

Competency framework (for example; EMCC UK, ICF UK, AC).		Framework. The practice observed showed they were compliant by working in an ethical and professional manner, establishing clear agreements, communicating effectively and working in partnership.
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Observer feedback: Areas of good practice/Opportunities for improvement:	
The Coach has shown competency across many of the Assessment Criteria in Unit 536 through this Observation as detailed above. In particular, the Coach showed good rapport and communication skills with the Team. There was a focus on making progress and guiding the group towards agreed actions. The Coach displayed an inclusive approach and valued the contributions of all. The Coach acted in a professional manner throughout and was a credit to the Coaching profession. This session delivered by the Coach could have been more effective if the Coach had explained the GROW model to the Team so that they had a clearer understanding of the process that they were being taken through. The Coach could also have made a request to the Team Members in advance of the meeting if any further issues needed discussion. This could have provided the opportunity to understand the 1-1 staffing difficulty before this became a key issue within this meeting. The Coach should now consider where different models and approaches to Coaching may have value for future Team sessions (AC.1.3), the different challenges that could occur in Team Coaching sessions and how these can be responded to (AC1.4). The Coach should also consider the Team Coaching sessions that they have undertaken over the last 6 months and reflect upon where they may be able to improve their future practice.	
Signature and date:	Deborah Burton 24:10:2025
Professional Status:	AC: Executive Coach

Summary of Good Practice Principles

To ensure observation-based assessment remains robust and fair:

- Centres must plan observations carefully, ensuring they are authentic, inclusive and aligned with assessment criteria.
- Assessors, markers and moderator/ IQAs must maintain professional competence and uphold safeguarding and ethical standards.
- Learners should be fully informed and supported, with clear ownership of their role.
- Evidence must be accurate, securely recorded and verifiable, supporting moderation and quality assurance.
- Feedback should be constructive, developmental and reflective, enabling continued learner progression.

Support Resources

A selection of resources, templates, and guidance materials is available to support learners, Centres, assessors, markers, and moderator/ IQAs in planning, conducting, and documenting observations effectively. These resources help ensure that observations are structured, professional, and aligned with assessment criteria and command verbs:

- **Key Resources and Templates:**
 - CMI Command Verb Definition List (2024) – guidance on expectations for assessment criteria.
 - CMI Quality Assurance Handbook – for assessor and moderator/ IQA competency requirements.
 - Qualification Syllabi – unit-specific guidance and observation templates.
 - CMI Observation Report Templates – available in relevant qualification suites (for example, Level 5 Coaching units 534, 536, 537).
 - CMI Safeguarding Policy – guidance on responsibilities and reporting.

- **MyCMI:** Resources, template and tools supporting feedback, reflection, and professional competence.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these resources to support preparation and ensure alignment with CMI assessment standards. While these materials provide a strong foundation, additional resources may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to help learners develop observation, analytical, and reflective skills, ensuring that evidence is professional, reliable, and demonstrates competence within CMI assessments.

Conclusion

Observation is a robust and highly valid assessment method that enables learners to demonstrate their practical skills and behaviours in authentic workplace contexts. When effectively planned, ethically conducted, and accurately recorded, observation provides a credible measure of competence aligned to CMI standards.

Centres can ensure success by maintaining rigorous planning, clear communication, ethical safeguards, and consistent documentation. Collaboration between learners, assessors, markers, moderator/ IQAs, and employers is essential to ensure fair, reliable, and meaningful assessment outcomes that reflect real professional capability.

Section 10 - Personal Development Plans

What are Personal Development Plans?

A Personal Development Plan (PDP) is an assessment method that enables the learner to demonstrate how they have planned, reviewed, adjusted, and replanned their development in relation to identified objectives or outcomes. PDPs may focus on short-, medium-, or long-term goals and provide a structured framework for tracking progress and reflecting on learning over time.

The PDP serves as both a planning and an evidence tool. It documents the learner's commitment to continuous improvement and provides assessors, markers, and moderator/ IQAs with tangible evidence of growth, goal-setting, and achievement.

What are they designed to do?

A PDP is designed to support continuous learning and improvement by providing a structured, cyclical process for reflection, development, and action. The PDP process encourages learners to assess their current capabilities, identify development needs, establish goals, implement learning activities, and evaluate progress over time.

This cyclical process typically follows these stages:

- **Identify development needs** – evaluating strengths and areas for improvement.
- **Set goals and objectives** – aligning aspirations with personal and professional growth.
- **Plan and take action** – identifying resources, opportunities, and timelines.
- **Review and reflect** – assessing outcomes and adapting future plans accordingly.

This process promotes accountability, focus, and long-term professional growth.

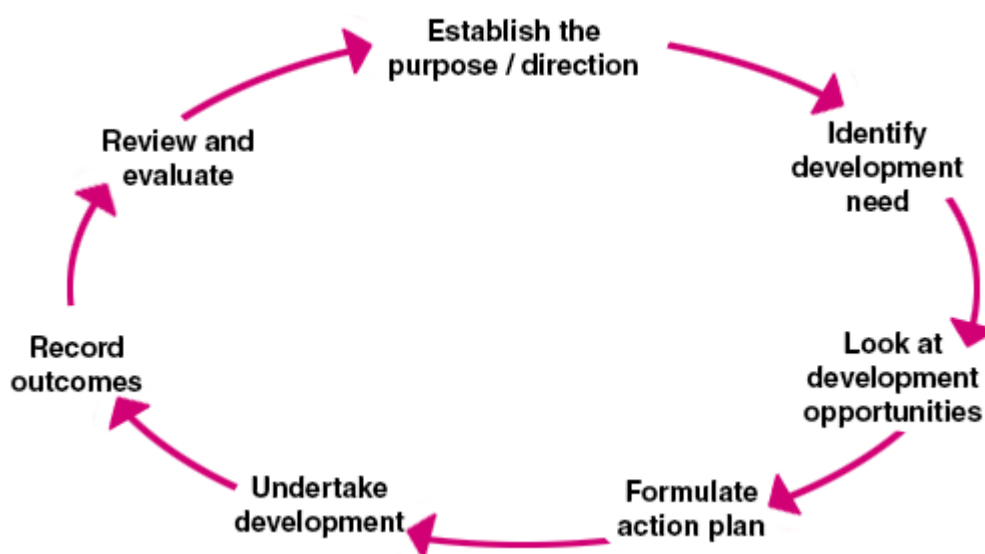


Fig 1.1 Personal Development Cycle

Action Checklist for Assessors, Markers and moderator/ IQAs

To support learners effectively in developing and maintaining their PDPs, assessors, markers, and moderator/ IQAs should:

- **Guide goal setting:** Support the learner in defining clear, realistic, and relevant objectives that align with professional and personal aspirations.
- **Identify development needs:** Help the learner to assess current performance and areas requiring improvement.
- **Highlight learning opportunities:** Identify practical and accessible activities such as mentoring, workshops, or training.
- **Formulate an action plan:** Ensure the plan includes measurable milestones, timelines, and success criteria.
- **Monitor engagement:** Provide guidance and encouragement as learners undertake development activities.
- **Record progress:** Verify that evidence and reflections are accurately documented.
- **Evaluate and review:** Assess the plan's effectiveness and support necessary adjustments for continued progress.

Synonyms for Personal Development Plans

Common alternative terms for Personal Development Plans include: Growth Plan, Professional Development Plan, Self-Improvement Plan, Career Advancement Plan, Learning and Development Plan, Performance Improvement Plan, Career Progression Roadmap, Self-Assessment Plan.

These terms refer to structured approaches that promote professional learning, reflection, and career development. Regardless of terminology, the purpose remains to enable learners to take ownership of their ongoing personal and professional growth.

What Does a Personal Development Plan Look Like?

A Personal Development Plan (PDP) is highly individualised. While there is no single “right” format, effective PDPs typically include:

- Defined goals and objectives.
- Evidence of reflection and progress.
- A link to a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).
- SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives.
- Clear identification of resources, Support, and success measures.

To structure a PDP effectively, learners may consider the following guiding questions:

Key Area	Guiding Questions
Identifying Skills	What key skills do learners need to develop based on feedback from their employer, assessor, marker, or moderator/ IQA? How can a SWOT analysis or other self-assessment tools be used to evaluate current strengths, weaknesses, opportunities, and threats?
Expanding the Toolbox	What new tools, models, or techniques could enhance professional practice? For example, could learners adopt coaching models (such as GROW or CLEAR), leadership frameworks (such as situational or transformational leadership), time management tools, reflective models (such as Gibbs or Kolb), or project management methodologies (such as Agile or PRINCE2)? How will learners

	ensure they understand and apply these tools appropriately within their work context?
Enhancing Feedback	How can learners increase the quality, frequency, and usefulness of constructive feedback from assessors, markers, moderator/ IQAs, peers, and employers to inform ongoing development and reflection?
Networking	How can learners expand their professional network and identify mentors, peers, or role models of good practice to support their growth and provide broader perspectives?
Setting SMART Goals	What specific, measurable, achievable, relevant, and time-bound objectives should be established to guide short-, medium-, and long-term development progress?
Defining Development Aims	What are the primary aims and objectives for personal and professional growth, and how do these align with both individual aspirations and organisational goals?
Resources, Support and Ownership	What resources, supervision, and support are required to achieve development objectives? How can learners seek effective guidance from assessors, markers, moderator/ IQAs, employers, and peers while maintaining ownership and accountability for their own progress? What systems or processes can Centres use to monitor and sustain learner engagement?
Timelines and Outcomes	What are the defined timeframes for achieving each goal, and how will learners measure, evidence, and reflect on their success and learning outcomes?

Good Practice

When using Personal Development Plans as evidence, Centres and learners should adhere to good practice to maintain the quality and integrity of the assessment process.

- **Alignment with learning outcomes:** PDPs must clearly link to qualification criteria and demonstrate relevant competencies.
- **Authenticity and accuracy:** Learners must ensure that all records are genuine, honest, and reflect their work and experiences.
- **Verification:** Centres must confirm the authenticity and accuracy of the PDP and ensure it aligns with assessment standards.
- **Accessibility:** Centres must consider learners' needs and ensure equal opportunity to engage in the PDP process.
- **Documentation:** Evidence should be well organised, with dates, reflections, and measurable outcomes clearly presented.
- **Evaluation:** Assessors, markers, and moderator/ IQAs should review PDPs consistently, ensuring fairness and reliability.
- **Confidentiality:** Centres and learners must comply with data protection requirements and maintain the privacy and security of personal information.

By following these principles, the PDP becomes a credible and verifiable source of evidence that supports both assessment and professional development.

Good Practice Checklist

Good Practice Area	Key Actions for Centres and Learners
Alignment with Learning Outcomes and Assessment Criteria	Ensure the PDP links directly to qualification outcomes and assessment criteria.
Authenticity and Accuracy	Learners must provide truthful and verifiable records of activities and reflections.
Verification of Evidence	Centres must authenticate the learner's evidence and maintain integrity of assessment.
Accessibility and Inclusion	Address barriers to participation, including technology, time, and learning needs.
Structured Documentation	Include clear goals, timelines, evidence, and reflective commentary.
Ongoing Review	Encourage regular review and updating of the PDP to reflect ongoing development.
Moderation and Evaluation	Assessors, markers, and moderator/ IQAs must ensure reliability, validity, and fairness.
Confidentiality and Data Security	Confidentiality and Data Security

Support Resources

A selection of resources, templates, articles, and tools is available to support learners, Centres, assessors, markers, and moderator/ IQAs in planning, structuring, and presenting personal development planning (PDP) evidence effectively. These materials help learners produce professional, well-organised, and reflective evidence that aligns with assessment criteria and command verbs:

- **MyCMI:** Templates: Personal Development Plan, CPD Personal Development Record.
- **MyCMI:** Insights: Personal Development Planning.
- **MyCMI:** Models: Personal Development Planning.
- **MyCMI:** Pearls of Wisdom: Personal Development Plans.
- **MyCMI:** Articles and Checklists: Related to Personal Development Planning

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these resources to support preparation and ensure alignment with CMI assessment standards. While these materials provide a strong foundation, additional resources may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in reflection, planning, and professional development, supporting the creation of high-quality evidence that demonstrates applied understanding and professional competence within CMI assessments.

Conclusion

PDPs are invaluable tools that enable learners to demonstrate reflective practice, strategic planning, and sustained personal growth. They provide assessors, markers, and moderator/ IQAs with reliable evidence of how learners assess their strengths, identify areas for development, and plan for improvement.

Centres are encouraged to embed PDPs across learning programmes, not only as a form of assessment but as a means of cultivating reflective, self-directed professionals. Maintaining a PDP supports career progression, enhances self-awareness, and fosters lifelong learning, essential attributes of effective leaders and managers. At the conclusion of a qualification or programme, reviewing the PDP provides learners with a tangible record of growth, reinforcing their ability to reflect, adapt, and develop. In this way, the PDP serves as both an assessment tool and a catalyst for ongoing personal and professional transformation.

Section 11 - Personal Logs or Reflective Diaries

What is a Personal Log or Reflective Diary?

A personal log or reflective diary is a structured tool that allows learners to document and record their learning experiences. While personal logs primarily serve as a chronological record of events, reflective diaries emphasise critical reflection on experiences. Both methods, however, typically incorporate reflection to promote insight and professional growth.

What are they designed to do?

Personal logs and reflective diaries enable learners to chronicle their experiences, insights, and progress throughout their learning journey and qualification completion. Learners engage in self-reflection and critical thinking by documenting daily activities, challenges, achievements, and the knowledge, skills, and behaviours they have developed. This process supports learners in evaluating their learning experiences, establishing goals, identifying areas for improvement, and taking ownership of their personal and professional development.

Synonyms for Personal Logs or Reflective Diaries

Common alternative terms include Work Log, Day Log, Diary, Lessons Learned Log, Project Log, Activity Log, Reflection Journal, Experience Log, Reflection Record, Progress Journal, Development Journal, and Activity Journal.

These terms broadly describe structured records that capture learning, reflection, and development in a professional context.

Good Practice for Centres and Learners

To ensure personal logs and reflective diaries provide high-quality, valid, and reliable evidence, both Centres and learners should follow established good practice principles. Best practice involves structured guidance, alignment with assessment standards, and reference to recognised theoretical models of reflection and learning.

For Centres

Centres play a key role in supporting learners in maintaining effective and structured logs or reflective diaries. Best practice for Centres includes:

- **Provide guidance and templates:** Offer clear, structured templates to support learners in capturing reflections consistently and comprehensively.
- **Align with theoretical models:** Introduce and encourage the use of reflective frameworks, such as Kolb's Experiential Learning Cycle, Gibbs' Reflective Cycle, or Schön's Reflection-in-Action, to promote structured reflection and deeper learning.
- **Encourage regular review:** Centres should establish regular checkpoints to review learners' logs and provide developmental feedback.
- **Ensure alignment with assessment criteria:** Verify that reflections are explicitly linked to qualification standards, assessment objectives, and learning outcomes.
- **Promote ethical and professional practice:** Ensure learners understand the importance of confidentiality, honesty, and professional integrity when documenting reflections.

- **Support critical thinking:** Encourage learners to analyse experiences, explore alternative approaches, and evaluate the broader implications of their actions.
- **Facilitate goal setting and action planning:** Support learners in setting SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) based on reflections and progress.
- **Monitor accessibility and inclusivity:** Provide resources and support to ensure all learners, regardless of background or learning need, can maintain and benefit from reflective practices.

For Learners

Learners are responsible for actively engaging in the reflective process and demonstrating their development through personal logs or diaries. Best practice for learners includes:

- **Regular and consistent entries:** Maintain frequent reflections rather than only documenting major events to capture continuous progress.
- **Honesty and authenticity:** Record experiences truthfully, including challenges, mistakes, and successes, to support meaningful self-reflection.
- **Reflective depth:** Go beyond mere description; analyse thoughts, feelings, actions, and outcomes, considering how these relate to professional growth.
- **Link reflections to learning outcomes and assessment criteria:** Ensure all reflections demonstrate how experiences contribute to knowledge, skills, and behaviours relevant to the qualification.
- **Critical evaluation:** Question assumptions, explore alternative strategies, and consider the wider impact of experiences.
- **Informed by reflective models:** Apply frameworks such as Kolb, Gibbs, or Schön to structure reflection and ensure systematic analysis of learning experiences.
- **Set actionable goals:** Identify areas for improvement and create concrete, achievable plans for development.
- **Specificity and clarity:** Record detailed, clear, and concise reflections that accurately convey learning and development.
- **Document challenges and learning opportunities:** Use reflections to identify areas of difficulty and outline strategies to overcome them.
- **Plan next steps:** Link reflection to future actions, ensuring the diary or log supports ongoing professional and personal growth.

This structured approach ensures both Centres and learners maintain high-quality, evidence-based reflective records that support assessment, moderation, and professional development, while fostering a culture of continuous improvement.

Good Practice Checklist – Personal Logs / Reflective Diaries

Area	Centre Responsibilities	Learner Responsibilities
Frequency of Entries	Encourage learners to make regular entries and monitor submission schedules; provide reminders and support.	Make entries frequently (for example, weekly or after significant learning experiences) to maintain a continuous record.
Honesty and Authenticity	Promote a culture of openness; ensure learners understand the purpose of reflection as a learning tool, not just assessment.	Record experiences truthfully, including successes, challenges, and areas for improvement.
Depth of Reflection	Provide guidance on reflective techniques; reference theoretical	Analyse experiences, thoughts, and feelings; connect reflections to personal and

	models such as Gibbs' Reflective Cycle, Kolb's Experiential Learning, or Schön's Reflective Practice to structure entries.	professional development; incorporate theoretical models where appropriate.
Linking to Learning Outcomes	Ensure learners understand how reflections align with qualification assessment criteria and standards; review entries for relevance.	Connect reflections to specific learning outcomes or assessment criteria, demonstrating how experiences support professional growth.
Critical Thinking	Encourage learners to question assumptions, explore alternative approaches, and consider the wider implications of experiences.	Critically evaluate experiences, identify lessons learned, and consider alternative actions or approaches.
SMART Goal Setting	Support learners in setting Specific, Measurable, Achievable, Relevant, and Time-bound goals linked to reflections.	Define actionable objectives and identify next steps based on reflection and self-assessment.
Clarity and Specificity	Provide templates or structured guidance to ensure clear, detailed, and consistent entries; review for accessibility.	Ensure reflections are detailed, clearly written, and specific; avoid vague or generic statements.
Identifying Challenges	Guide learners to recognise and document challenges as learning opportunities; provide support when needed.	Reflect on difficulties encountered and lessons learned; identify areas requiring improvement or further development.
Action Planning	Support learners in translating reflections into actionable steps; provide advice, resources, and mentoring where appropriate.	Outline next steps and implement actions to address identified development areas.
Structure and Consistency	Offer a template or framework to maintain chronological and organised records; ensure accessibility for learners with additional needs.	Follow structured templates consistently; maintain chronological order to provide a clear, navigable record.
Support and Resources	Provide access to resources, mentoring, supervisor or peer guidance; encourage use of theoretical models and frameworks.	Utilise support from Centre staff, peers, supervisors, or employers; apply appropriate tools, frameworks, and theoretical models to reflections.

Support Resources

A selection of resources, templates, articles, and tools is available to support learners, Centres, assessors, markers, and moderator/ IQAs in planning, structuring, and presenting personal logs or reflective diaries effectively. These materials help learners produce professional, well-organised, and reflective evidence that aligns with assessment criteria and command verbs:

- **MyCMI Insights:** Materials relating to reflection.
- **MyCMI Models:** Materials relating to reflection.

- **MyCMI Articles:** Materials relating to reflection.
- **MyCMI Checklists:**
 - Checklist: 005 Performing a SWOT Analysis
 - Checklist: 074 Using 360 Degree Feedback
 - Checklist: 113 Evaluating Learning and Development
 - Checklist: 280 Reflective Practice Skills

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these resources to support preparation and ensure alignment with CMI assessment standards. While these materials provide a strong foundation, additional resources may also be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in reflection, analysis, and professional learning, supporting the creation of high-quality evidence that demonstrates applied understanding and professional competence within CMI assessments.

Conclusion

Personal logs and reflective diaries are invaluable tools for documenting, reflecting on, and critically engaging with learning experiences. By maintaining regular, honest, and structured entries, learners can demonstrate growth, professional development, and alignment with qualification standards.

Centres should promote good practice, ensuring logs and diaries are goal-oriented, detailed, and linked to assessment criteria. This approach provides assessors, markers, and moderator/ IQAs with clear evidence of learner progress, enabling targeted feedback and supporting continuous professional development.

Section 12 - Portfolios

What is a Portfolio of Evidence?

A portfolio of evidence is a structured and comprehensive collection of documents, artefacts, and records compiled by the learner to demonstrate their skills, knowledge, behaviours, and achievements over time. The portfolio provides clear and verifiable evidence that the learner has met the learning outcomes, assessment criteria, and performance standards for their qualification.

It is a practical demonstration of how the learner applies knowledge and understanding in real-world professional contexts. Each piece of evidence within the portfolio should directly relate to the relevant CMI qualification unit, showing how the learner has achieved the required standards through authentic, work-based practice.

What is it Designed to Do?

A portfolio of evidence is designed to demonstrate a learner's capabilities in a transparent, structured, and evidence-based format. It links theoretical understanding with practical application, enabling learners to show how their knowledge and behaviours align with both academic and professional standards.

Portfolios support a holistic assessment approach, allowing assessors, markers, and moderator/ IQAs to evaluate the validity, reliability, authenticity, and sufficiency of evidence. This helps ensure that the assessment process is both fair and robust.

A well-developed portfolio may include (but is not limited to) the following types of evidence:

- **Work Samples:** Reports, project plans, presentations, minutes, or outputs demonstrating applied knowledge in professional contexts.
- **Assessment Evidence:** Written assignments, observation reports, practical assessments, or reflective journals mapped against assessment criteria.
- **Expert Witness Testimonies:** Statements from supervisors, mentors, or colleagues who have directly observed the learner's performance (see Section 6 for detailed guidance).
- **Certificates and Qualifications:** Copies of relevant qualifications attained during the course of study or employment.
- **Annotated Photographs or Videos:** Visual documentation of applied skills or professional practice.
- **Reflective Accounts:** Written reflections analysing learning experiences, challenges, and development over time (see Sections 21 and 22 for detailed guidance)
- **Feedback and Reviews:** Formal feedback from assessors, employers, or peers that evidences growth and professional responsiveness.
- **Learning Plans and Logs:** Ongoing records of objectives, progress, and development activities (for example, CPD logs or PDPs).

Each portfolio must include a statement of authenticity confirming that the work is original. Templates are available through CMI to support this requirement.

Synonyms for Portfolio of Evidence

Common alternative terms include Collection, Compilation, Record, Evidence File, Work Log, Work-Based Evidence, Evidence Dossier, Achievement Record, Evidence Compilation, and Professional Portfolio.

These terms broadly describe structured collections of documents or artefacts that capture and demonstrate learning, competence, and professional development within a work-based or academic context.

How is a Portfolio Structured?

A portfolio of evidence should be presented in a clear, logical, and accessible format. It should align evidence directly with unit-level learning outcomes and assessment or performance criteria, enabling assessors, markers, and moderator/ IQAs to verify competence easily.

A well-organised portfolio will typically include:

- **Table of Contents:** Providing easy navigation across sections or units.
- **Clearly Labelled Sections:** Grouped by unit, learning outcome, or assessment criterion.
- **Cross-Referenced Evidence:** Clearly mapped to the relevant criteria using an Evidence Matrix (see Section 4).
- **Supporting Documentation:** Such as reflective commentaries, authenticity statements, and witness testimonies.

This structured approach ensures clarity, transparency, and alignment with CMI qualification requirements while supporting learners in demonstrating professional and personal growth.

Good Practice for Centres and Learners

A well-constructed portfolio showcases a learner's accomplishments and supports career progression by highlighting their commitment to excellence, adaptability and lifelong learning. Furthermore, portfolios encourage reflective learning, self-assessment and continuous professional development. They help learners identify their strengths and areas for growth, fostering a greater understanding of their personal and organisational performance standards. By actively curating their portfolio, Learners can engage deeply with their learning and development journey, making it an invaluable tool for both assessment and career advancement in a dynamic and evolving professional landscape.

Adhering to good practice ensures that portfolios are valid, reliable, authentic, and sufficient. The following table outlines clear responsibilities for Centres and learners when developing and assessing evidence portfolios.

Area	Centre Responsibilities	Learner Responsibilities
Guidance and Orientation	Clearly explain the purpose, structure, and assessment role of a portfolio. Provide examples of appropriate evidence types and offer guidance on confidentiality, ethical practice, and data protection.	Understand portfolio requirements and align evidence with assessment criteria and professional standards.
Quality of Evidence	Ensure evidence meets standards of validity, reliability, sufficiency, and authenticity. Support learners in understanding what constitutes quality evidence.	Provide original, relevant, and sufficient evidence that reflects real-world application of knowledge and skills. Maintain authenticity and accuracy.
Alignment with Standards	Verify that evidence maps accurately to learning outcomes and assessment criteria. Recommend use of the Evidence Matrix.	Cross-reference all evidence to the relevant assessment criteria using a structured Evidence Matrix.
Organisation and Clarity	Provide templates or examples to help structure portfolios. Encourage logical presentation and consistent formatting.	Maintain a clear, organised portfolio with labelled sections, a table of contents, and logical sequencing. Ensure it is accessible and easy to

		navigate.
Feedback and Support	Offer formative feedback (constructive, specific and developmental) during portfolio development. Provide targeted support, addressing individual learner needs.	Reflect on feedback and use it to refine portfolio content and structure. Seek guidance when clarification is needed.
Reflection and Self-Assessment	Encourage reflective practice and critical evaluation within the portfolio.	Include reflective accounts demonstrating learning, growth, and awareness of strengths and development areas.
Evidence Gathering	Support learners in identifying varied evidence types, ensuring they are work-based and relevant.	Gather diverse, high-quality evidence such as reports, testimonials, or project outcomes. Ensure ethical and UK GDPR-compliant handling of information.
Preparation for Assessment	Clarify assessment expectations, including evaluation methods and marking and assessment criteria.	Prepare to discuss or present the portfolio, highlighting key achievements and learning outcomes.
Continuous Development	Promote the portfolio as a living document supporting ongoing professional and personal development.	Treat the portfolio as a dynamic record of progress and career growth. Update it regularly to reflect new learning.
Accessibility and Inclusion	Ensure reasonable adjustments and tailored support are provided to meet learner needs.	Communicate individual needs early and engage with provided support to ensure equitable assessment.

Good Practice Checklist

Area	Centre Responsibilities	Learner Responsibilities
Assessment Clarity	Define learning outcomes, assessment criteria, relevant policies and processes and expectations.	Understand requirements and ensure evidence aligns. Adhere to Centre policies and procedures.
Evidence Quality	Verify authenticity, sufficiency, and relevance.	Provide clear, credible, and original work.
Structure and Organisation	Support logical structure and professional presentation.	Maintain clear structure, labelling and cross-referencing.
Reflection and Feedback	Provide regular formative and summative feedback that is specific, constructive, objective, and developmental, structured around the requirements of the criteria or	Reflect on progress and apply feedback.

	standards.	
Authenticity and Compliance	Ensure adherence to CMI standards and GDPR.	Include signed authenticity statement and anonymised content.
Support and Guidance	Offer ongoing support, tools, and check-ins.	Seek clarification and use feedback for improvement.

Support Resources

A range of materials is available to support the creation, organisation, and submission of portfolio evidence. These resources help learners plan, structure, and present professional, comprehensive, and well-organised portfolios that align with assessment criteria and command verbs:

Key Supporting Sections and Tools:

- Section 4: Evidence Matrix – Tool for mapping evidence to assessment outcomes.
- Section 6: Expert Witness and Witness Testimony – Guidance for incorporating third-party validation.
- Section 9: Observations – Templates for recording observed performance.
- Section 10: Personal Development Plans (PDPs) – Frameworks for tracking professional growth.
- Section 11: Personal Logs – Guidance on reflective recording for professional development.
- Section 14: Presentations – Structuring and delivering evidence verbally or visually.
- Section 15: Product (Work-Based) Evidence – Demonstrating applied skills through workplace outputs.

Additional CMI Resources:

- **MyCMI:** Articles and checklists relating to evidence-based assessment and reflective practice.
- **MyCMI:** Tools for portfolio organisation, digital documentation, and competency mapping.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in planning, evidence management, and professional presentation, supporting the production of high-quality portfolios that demonstrate applied competence within CMI assessments.

Conclusion

A portfolio of evidence is a powerful method for demonstrating achievement, competence, and continuous professional development. It provides learners with a structured means to document how they apply theory to practice and achieve measurable outcomes in their professional roles. Portfolios enable assessors, markers, and moderator/ IQAs to evaluate performance holistically by presenting clear, authentic, and contextualised evidence of learning. This method enhances assessment validity by capturing outcomes and the learning process, reflection, and professional growth underpinning them.

The process strengthens engagement, accountability, and progression when Centres support learners in producing high-quality, well-organised, and reflective portfolios. A robust portfolio demonstrates the learner's commitment to excellence and serves as both an assessment tool and a professional development resource, aligning with CMI's standards of practice and lifelong learning.

Section 13 - Posters

What is a Poster?

A poster is a large-format visual display typically placed in a public area or on a wall. It is designed to communicate information, promote ideas, or illustrate concepts. Posters often combine textual and graphical elements, although they may be wholly visual or wholly textual. Their purpose is to be both eye-catching and informative.

What is it Designed to Do?

Posters provide learners with a concise, visually engaging method to communicate information, knowledge, or skills. They are particularly effective for demonstrating understanding against one or more specific assessment criteria within a single CMI qualification unit. While posters can efficiently showcase targeted knowledge, they may be less suitable for covering multiple assessment criteria due to space limitations. Learners can overcome this by producing multiple posters or supplementing their poster with a verbal explanation, allowing them to elaborate on key points and ensure all relevant criteria and command verbs are addressed.

Assessors, markers, and moderator/ IQAs can enhance assessment validity by asking learners questions during or after a poster presentation. This approach enables learners to clarify their reasoning, provide additional context, and fully demonstrate competence. Using only individually created posters as assessment evidence is considered good practice. Group-produced posters can make it difficult to attribute specific contributions, reducing validity and reliability.

In summary, posters allow learners to:

- Communicate information clearly and concisely in a visual format.
- Demonstrate practical or theoretical knowledge against the assessment criteria.
- Engage in verbal explanation to complement visual evidence, enhancing understanding.
- Reflect individual learning and achievement, ensuring assessment evidence is attributable and valid.

Synonyms for Posters

Placard, Printed Picture, Billboard, Sign, Signboard, Banner, Advertisement, Flyer, Notice, Display, Announcement, Promotional Material, Visual, Publicity Board, Display Board, Posterboard.

These terms broadly describe visual presentation tools that can be used to communicate information and demonstrate learning outcomes.

What Does Poster Evidence Look Like?

There is no mandated structure for a poster. Learners have flexibility to select a format that reflects their individual style while effectively communicating the intended information. Common approaches include:

- Combining text and graphics to balance visual appeal and clarity.
- Using colours, numbering, charts, diagrams, and bullet points to emphasise key points.
- Creating a clear layout with headings, subheadings, and logical sequencing to guide the viewer.
- Incorporating real-world management scenarios to demonstrate the practical application of theory.
- Structuring content to link directly to assessment criteria and command verbs.
- Structuring a Poster for Assessment

To support learners in producing clear, assessable posters, the following structure is recommended:

- **Title/Header:** Clearly conveys the focus or topic of the poster.
- **Introduction/Overview:** Briefly outlines the purpose, context, or learning objectives.
- **Main Content:**
 - Divide information into sections or categories aligned with assessment criteria.
 - Use concise text, bullet points, diagrams, charts, or tables.
 - Include relevant theoretical models to demonstrate applied understanding.
- **Visual Elements:** Colour, icons, and graphics should enhance comprehension and engagement.
- **Conclusion/Key Takeaways:** Summarise the main points or recommendations.
- **References:** Include citations to support research and avoid plagiarism.
- **Optional Verbal Explanation:** Learners may present the poster to explain reasoning, answer questions, or elaborate on key points.

See the example poster image below, which demonstrates effective layout, integration of theory, and clarity in presenting assessment-relevant content.



MANAGING DATA = QUALITY

Maintaining internal quality and improvement in EPA through the use of data-driven decisions



Scan the QR code to find out more about CMI.

CMIAssess | End Point Assessment

The poster will focus on some key factors of how CMI has used outputs and data to inform decisions about processes, policies and systems.

Facilitating robust quality assurance, data analysis and reporting - the collection and examination of data related to assessment results, including pass rates and assessor feedback, offers valuable insights into trends and areas for improvement. This data-driven approach underpins CMI quality.

CMI Trends and Analysis Report - sets out a rich source of data and information - to then provide great insight - for CMI Independent Assessors, IQAs, Partners and Apprentices.

- Best Practice
- Fail, Passes, Merits and Distinctions
- Year on Year Comparisons

Adherence to regulatory compliance - and alignment with relevant accrediting bodies and standards is a fundamental aspect of quality assurance. Upholding these regulations is vital to ensuring the integrity of the assessment process.

IQA Data Summary | February 2024

IQA Quality Update - This report provides real-time data to support the management of compliance. What improvements are being made and how challenges are being overcome.

Understanding the risks to the assessment process is key and evolving - how IQA sampling supports interventions.



Establishment of continuous feedback loops - identifying areas for improvement and gauging the overall effectiveness of the quality process.

Feedback is obtained from CMI Independent Assessors to support Training Providers and Partners - IQA reports are produced to give detailed insight to how Partner Apprentices have performed and to support future preparation for live assessment....

- Ensure that apprentices use mapping as part of their preparation; encourage the use of contextualisation of their evidence against the specific KSOs to support great depth to their responses. (CMI Mapping document will support this)

An extract from CMI Independent Assessor feedback as part of an IQA report for a Training Partner. This helps in the way that they then prepare Apprentices for live assessments.

Feedback report for a Training Organisation with comments from the CMI Independent Assessor over a wide range of Apprentices.

IQA Overall Score	Pass
Distinction	24
Pass	2
Refer on Project Showcase	0
Refer on Professional Discussion	0
Refer on both elements	0
27 - 1 per cent	

CMI Independent Assessor Performance - the effectiveness and proficiency of CMI Independent Assessors in carrying out their roles and responsibilities within an assessment process, clear expectations and standards; includes establishing benchmarks for assessment accuracy, fairness, and consistency.

Confidence Score & RAG Equivalent



Data supports management of CMI Independent Assessors performance/trends to then help plan interventions.

Share CMI Independent Assessor data across standards to maximise collaborative and cohesive working - some CMI Independent Assessors work across different standards and levels.

The CMI Independent Assessor journey is supported through the collection of data and can be linked to collaborative working within IQA so that the CMI Independent Assessor can be RAG rated within different standards and receive SMART support.

Confidence Scoring - developing strong, reliable, fair and robust CMI Independent Assessors - provide IQA support and guidance to CMI Independent Assessors where it is needed.

A CMI Independent Assessor's confidence score measures certainty in their ability to accurately and fairly conduct assessments, typically rated on a scale 1-6.

Confidence Score	RAG Equivalent	Qualification/Definition	Compliance Features
6	Green	High Confidence	Standardisation - Unifying IQA procedures, including grading, evaluation, and feedback mechanisms. By standardising these processes, subjectivity is minimised, and the reliability of IQA outcomes is enhanced.
5	Amber	Good Confidence	Training and standardisation of staff - Standardising their understanding of the criteria and the marking process, was instrumental in reducing discrepancies and maintaining consistency in judgements.
4	Yellow	Development Required	Peer review and moderation - Encouraging colleagues to collaborate and maintain consistency in outcomes.
3	Yellow	Below Satisfactory	
2	Red	Low Confidence	
1	Red	Low Confidence	

Use of data and information - Training workshop/surgery for CMI Independent Assessors - Assessment activity

Providing CMI Independent Assessors wider opportunities to maximise professional discussion, being clear as to what can be graded and how the command verbs can be used and reviewing, highlighting and sharing good practice data and information emerged from this event to enable more interactive standardisation.

This is an example of a training workshop/surgery, planned on the basis of feedback from CMI Independent Assessors across elements of a specific standard. The methods used in the delivery of training were very interactive and received positive feedback.

- **Level 7 SLA Surgery Wash Up Activity** - Today's session enabled healthy discussion with regards to making judgements throughout the assessment process. Sharing thought processes and approaches reinforces. Really conducting in-depth pre-LADs is essential prior to any Level 7 SLA EPA and sets the starting point and tone of the assessment.

Use of Artificial Intelligence (AI)

Incorporating AI into the workshops through activities is a positive way to support the delivery of training and standardisation activities.

- Regularly reviewing and updating processes - Remaining current.
- Technological integration - Use of technology in IQA, management, data analysis, and reporting.

The use of data and information is an essential part of the involvement of systems and procedures around quality assurance, this is used to aid the management of a range of detailed data and converted into SMART spreadsheets - IQA-BIGBOARD HEAVEN - this brings all of the IQA data into focus allowing for planning and sampling according to RAG and confidence rating.

CMIAssess | End Point Assessment

Developing new ways of managing vast data to ensure that the information is accurate, current, relevant and has a meaningful purpose.

Accessing the data through database, reports and interactive spreadsheets...



IQA Sample Records



IQA Planning and Monitoring



IQA Support and Guidance

Thank you for the feedback - this has helped take my assessment practice to a new level. I really appreciate the conversation today - it does help to talk things through - I feel more confident now.

CMI L7 SLA IQA Report

Being confident

1. Not in compliance - combination of assessment not going to breache, potential under assessment, low standard with no previous feedback, no previous support
2. Not in compliance - no previous feedback, no previous support
3. Not in compliance - no previous feedback, no previous support
4. Not in compliance - no previous feedback, no previous support

This form is a sample of all the data including compliance checks, moderation and of assessing performance for L7 SLA.

Google Reports - Each Standard has its own Google Report containing IQA feedback for the CMI Independent Assessor. This is based on IQA carried out for single or group IQA activity. This picks up good practice, compliance and individual development needs.

Good Practice for Centres and Learners

Centre Responsibilities

- Define assessment tasks, objectives, and unit-level assessment criteria clearly.
- Provide guidance on poster size, format, content, structure, and assessment requirements.
- Support learners in linking content to qualification standards, command verbs, and theoretical models.
- Ensure tasks are individual to maintain validity and reliability.
- Facilitate opportunities for presentations or discussions to clarify learner understanding.
- Provide timely, constructive feedback highlighting strengths, areas for improvement, and links to assessment criteria.

Learner Responsibilities

- Develop posters that are visually appealing, structured, and aligned with assessment criteria.
- Ensure content is accurate, concise, and clearly presented using headings, bullet points, charts, and colour where appropriate.
- Apply research and theoretical models to support content and demonstrate critical thinking.
- Include citations and references to avoid plagiarism.
- Engage in verbal explanation or presentation where required to clarify understanding.
- Reflect on feedback and implement improvements in subsequent work.

Area	Centre Responsibilities	Learner Responsibilities
Assessment Clarity	Define learning objectives, assessment criteria, and expected outcomes; ensure task aligns with unit standards.	Understand objectives and criteria; ensure poster content clearly meets these.
Format and Presentation	Provide guidance on poster format, size, layout, and content expectations.	Produce visually clear and organised posters using headings, bullet points, graphics, diagrams, and colour.
Individual Work	Ensure tasks are designed for individual learners to demonstrate competence.	Submit original work; avoid group-produced posters for assessment purposes.
Research and Accuracy	Encourage use of credible sources and evidence-based content.	Conduct research, include references, and avoid plagiarism.
Linking Theory to Practice	Support learners to connect content with theoretical models and real-world scenarios.	Apply theoretical knowledge to practical situations and assessment criteria.
Verbal Explanation	Provide opportunities for oral presentations or discussions.	Explain or present the poster as required; answer questions to demonstrate competence.
Feedback and Development	Provide timely, constructive feedback linking strengths and areas for improvement to assessment criteria.	Reflect on feedback and apply recommendations to future tasks.

Support Resources

A range of materials is available to support the creation and presentation of posters. These resources help learners plan, structure, and present professional, visually engaging, and well-organised posters that align with assessment criteria and command verbs:

- **MyCMI Resources:** Checklists and Articles relating to Posters
 - Checklist 031: Effective Communications – Delivering Presentations
 - Checklist 032: Effective Communications – Preparing Presentations
 - Checklist 076: Using Video-based Audio-visual Media in a Training Session
 - Checklist 282: Design Thinking
- **MyCMI:** Articles relating to Visual Aids

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in communication, design, and presentation, supporting the production of high-quality posters that demonstrate understanding, creativity, and professional competence within CMI assessments.

Conclusion

Posters offer learners a creative and engaging method to communicate knowledge, skills, and analytical thinking visually. When effectively structured, posters enable learners to demonstrate a clear understanding of assessment criteria, apply relevant theoretical models, and connect their learning to real-world management scenarios. For the assessment to be maximally effective, tasks should be designed to ensure individual completion, allowing learners to present their own work and maintain the validity and reliability of the evidence.

Where appropriate, learners should be allowed to explain their poster verbally, further clarifying their reasoning and demonstrating competence in line with the assessment criteria. The process should be supported by timely, structured, and constructive feedback from assessors, markers, and moderator/ IQAs, highlighting strengths, identifying areas for improvement, and guiding further development. By adhering to these principles, posters serve as a robust and flexible assessment method, promoting creativity, critical thinking, professional communication, and the practical application of knowledge, while providing clear and attributable evidence of learner achievement.

Section 14 - Presentation

What is a Presentation?

A presentation is a structured form of assessment evidence that enables the learner to demonstrate their knowledge, understanding, and application of theory in a clear, engaging, and professional format. Presentations require learners to research a specific subject or topic, prepare supporting materials, and deliver their findings to an audience.

Presentations may be conducted individually or in small groups to promote independent and collaborative working skills. They are typically supported by visual aids such as slides, handouts, or videos and can be delivered in person or virtually.

When used as an assessment method, learners must provide tangible evidence of the presentation taking place. Acceptable forms include:

- Video or audio recordings (with timestamps)
- Slide decks or supporting materials
- Presentation notes or scripts
- Assessor, marker, or moderator/ IQA observation reports
- Feedback forms

This evidence must demonstrate that the learner has met the relevant assessment criteria or standard, including the associated command verbs, ensuring authenticity, validity, and sufficiency of evidence.

What is it Designed to Do?

A presentation is designed to provide a structured and comprehensive method for assessing a learner's ability to communicate knowledge, apply understanding, and demonstrate professional competence against defined learning outcomes and assessment criteria. It enables learners to present information coherently and engagingly, showcasing their analytical thinking, ability to synthesise ideas, and competence in applying theoretical models to real-world practice. Through this assessment method, assessors, markers, and moderator/ IQAs can holistically evaluate both the depth of subject knowledge and the breadth of professional skills demonstrated by the learner.

Presentations also assess a range of key employability and leadership competencies, including:

- Research, planning, and organisational skills
- Communication and presentation skills
- Critical and analytical thinking
- Professional confidence and engagement with an audience
- Time management and adaptability

Importantly, when a presentation is used as evidence for a CMI qualification, it is essential that the learner can clearly demonstrate their individual contribution to the work presented. The evidence must explicitly show how the learner has met the specific assessment criteria, including the associated command verbs (such as analyse, evaluate, examine or discuss).

Learners must ensure that their presentation provides a clear and traceable line of evidence showing how their understanding and practical application directly satisfy the qualification standards. This clarity supports assessors, markers, and moderator/ IQAs in making fair, valid, and reliable assessment decisions in line with CMI's quality assurance requirements.

When properly designed and delivered, presentations offer a dynamic means of assessment that combines academic rigour, professional communication, and reflective practice, making them a powerful tool for demonstrating leadership capability and applied learning in professional contexts.

Synonyms for Presentations

Common alternative terms include Demonstrations, Exhibitions, Showcases, Displays, Briefings, Lectures, Speeches, Pitches, or Talks.

These terms broadly describe structured formats where learners convey information, ideas, or findings to an audience for assessment or professional development.

What Does a Presentation Look Like?

Presentations may take various forms depending on the unit requirements and context. They can be live (synchronous) or pre-recorded (asynchronous) and supported by slides, visuals, or other materials. In all cases, clear evidence must be provided to confirm that the presentation has taken place. This evidence should be relevant, clearly labelled, and accessible for assessment and moderation.

General Good Practice Guidelines

- Presentations should last no longer than 30–40 minutes in total.
- Slides should use readable fonts (minimum 12-point) and professional colour schemes for inclusivity and accessibility.
- Learners should plan for approximately two minutes per slide, ensuring balanced pacing.
- No more than 10 minutes should be dedicated to any single assessment criterion.
- Supporting materials (slides, notes, or transcripts) should accompany recordings for moderation purposes.

When addressing a diverse audience, learners should ensure that design and language are inclusive, accessible, and clear. The principle of "less is more" should guide slide design to promote clarity and focus.

Presentation Structure

A well-structured presentation supports coherence, clarity, and engagement. It should follow a logical sequence and align with the relevant assessment or performance criteria. A typical presentation includes three main sections:

Introduction

- Outline the topic, objectives, and structure of the presentation.
- Provide an overview of the key themes or assessment criteria that will be addressed.

Main Content

- Present evidence and examples clearly linked to assessment criteria.
- Include data, visuals, or case studies to support analysis.
- Ensure a logical flow, where each point builds upon the previous one.
- Explicitly reference command verbs (for example, analyse, evaluate, examine) within slides or narration.

Conclusion

- Summarise key insights, findings, or recommendations.
- Reinforce the main message and relevance of the topic.
- End with a call to action or reflection, linking learning to professional practice.

Examples of Presentation Types

- **Live (Synchronous) Presentations**

Delivered in real-time via platforms such as Microsoft Teams, Zoom, or Google Meet. Learners share their screen and present while attendees observe and may ask questions. Sessions should be recorded for moderation and audit purposes.

- **Pre-recorded (Asynchronous) Presentations**

Learners pre-record and submit their presentation in an approved format (for example, MP4). Assessors, markers, and moderator/ IQAs review recordings to verify evidence against criteria.

Good Practice for Centres and Learners

Both Centres and learners must follow established good practice to maintain validity, reliability, and fairness. The table below outlines each's responsibilities.

Area	Centre Responsibilities	Learner Responsibilities
Assessment Design and Approval	Obtain CMI approval for presentation-based assessments before use. Submit Centre Devise Assessment documents, which must include the assessment briefs, mark sheets and learner instructions as well as other related documents to CMI for approval. Await written confirmation before implementation.	Review the approved brief carefully, ensuring understanding of the assessment purpose, scope, and evidence requirements.
Preparation and Guidance	Provide learners with clear instructions on duration, format, and assessment criteria. Ensure fairness, inclusivity, and accessibility in delivery.	Prepare thoroughly by researching the topic, aligning content with the assessment criteria, and rehearsing delivery.
Structure and Presentation Skills	Offer guidance on structuring presentations and effective use of visual aids.	Follow a clear structure (introduction, main content, conclusion). Maintain professional design and delivery.
Recording and Evidence Collection	Record live presentations or request submission of pre-recorded files. Ensure all recordings are timestamped and stored securely inline with UK GDPR.	Submit video or audio evidence with supporting slides, notes, or scripts. Confirm consent for recording and use for moderation.
Assessment and Questioning	During or after the presentation, ask targeted questions to clarify understanding. Use timestamped mark sheets to record decisions and observations.	Respond to questions confidently, demonstrating understanding and application of theoretical concepts.
Feedback and Reflection	Provide formative and/ or summative feedback that is specific, constructive, objective, and developmental, structured around	Reflect on feedback to identify strengths and areas for improvement in future assessments.

	the requirements of the criteria or standards.	
Inclusivity and Adjustments	Apply Centre and/ or CMI's Diversity, Equity, and Inclusion Policy and Reasonable Adjustments Procedure to ensure fair access.	Communicate any individual needs early and engage with support offered by the Centre.
Professional Development	Encourage learners to view presentations as opportunities to develop transferable workplace skills.	Treat each presentation as a professional exercise, building confidence and communication ability.

Good Practice Checklist

Area	Centre Responsibilities	Learner Responsibilities
Assessment Clarity	Define learning outcomes and criteria clearly.	Understand the assessment scope and intended outcomes.
Format and Duration	Specify time limits, slide count, and delivery method.	Adhere to time and format guidance.
Recording Standards	Ensure video/audio files are timestamped and stored securely inline with UK GDPR.	Confirm consent for recording and submission.
Evidence Quality	Verify that all materials meet CMI's authenticity and sufficiency standards.	Submit complete, original, and clearly labelled evidence.
Feedback Process	Offer structured, constructive feedback.	Reflect on and act upon feedback.

Support Resources

A range of materials is available to support the planning, preparation, and delivery of presentations. These resources help learners develop professional, engaging, and well-structured presentations that align with assessment criteria and command verbs:

- **MyCMI Checklists:**
 - Checklist 031: Effective Communication – Delivering Presentations
 - Checklist 032: Effective Communication – Preparing Presentations
- **MyCMI Articles and Insights:** Visual Aids, Communication, and Presentation Skills.
- **MyCMI Videos:**
 - Why You Need to Use More Visuals Than Text in Your Presentation
 - Why You Should Focus on Your Audience, Not Yourself
 - Webinar: How to Become a Presentation Ninja

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop key skills in communication, audience engagement, and delivery, supporting the production of high-quality presentation evidence that demonstrates confidence, clarity, and professional competence within CMI assessments.

Conclusion

Presentations are a dynamic and effective method of assessment that enable learners to demonstrate their knowledge, analytical capability, and professional communication skills in a structured and engaging format. When applied appropriately, this assessment method provides assessors, markers, and moderator/ IQAs with clear, authentic, and observable evidence of the learner's understanding, critical thinking, and ability to apply theory to professional practice. Presentations effectively bridge the gap between academic learning and workplace application, allowing learners to develop and demonstrate key competencies such as clarity of communication, confidence, and audience engagement.

By adhering to the good practice principles and quality standards outlined in this guide, Centres and learners can ensure that presentations remain a valid, reliable, and consistent assessment method. This approach supports accurate and fair assessment and fosters continuous personal and professional development.

Section 15 - Product (Work-Based Evidence)

What is Product (Work-Based) Evidence?

Product (work-based) evidence refers to authentic materials produced by the learner as part of their normal job role that demonstrate competence against specific assessment criteria. This form of evidence provides tangible proof of the learner's knowledge, skills, and behaviours in practice. Examples include letters, reports, emails, policies, and project documentation created as part of day-to-day responsibilities.

Product (work-based) evidence should always be genuine and naturally occurring, not created solely to meet assessment requirements. It should accurately reflect workplace activities and outcomes. Learners typically store such evidence in a portfolio (refer to Section 12), either manually or electronically. Centres must be aware of any restrictions on the quantity or size of product evidence that may be submitted. For example, some qualifications specify a maximum of six pages of product (work-based) evidence.

What is it Designed to Do?

Product (work-based) evidence is designed to enable the learner to demonstrate competence through authentic examples of their professional work that align directly with assessment criteria. It provides assessors, markers, and moderator/ IQAs with a valid and reliable method of verifying that the learner can apply theoretical knowledge, analytical tools, and management techniques in a real-world context.

When used effectively, product (work-based) evidence:

- Demonstrates how the learner applies theory, frameworks, and models in their workplace.
- Provides observable and measurable evidence of practical skills and decision-making.
- Supports holistic assessment by linking authentic evidence to multiple assessment criteria.
- Validates the learner's individual contribution through clear ownership of outputs.

Learners should ensure that their evidence shows how they have applied management and leadership theories, frameworks, and models to achieve results. Examples include:

- **Analytical models:** SWOT, PESTLE, or Porter's Five Forces.
- **Decision-making frameworks:** Cost-Benefit Analysis or Risk Assessment Matrices.
- **Change and leadership models:** Kotter's 8-Step Change Model, Lewin's Change Management Model, or the McKinsey 7S Framework.
- **Performance and planning tools:** SMART Objectives, Gantt Charts, KPIs, and Balanced Scorecards.

By embedding theory into practice, learners demonstrate the ability to apply structured methodologies, justify decisions with evidence, and deliver measurable organisational outcomes.

As an assessment method, product (work-based) evidence is both valid and reliable, allowing for consistent, objective, and authentic evaluation of competence across learners and Centres.

Examples of Product (Work-Based) Evidence

The following examples illustrate appropriate types of product (work-based) evidence. This list is not exhaustive:

- **Communications:** Emails, letters, meeting agendas, minutes, or presentations.
- **Project and Planning Documents:** Risk assessments, business cases, proposals, project or operational plans, Gantt charts, risk registers, communication plans, and budgets.

- **Analytical Outputs:** SWOT or STEEPLE analyses, performance reviews, and feedback reports.
- **Policies and Procedures:** Documents relating to equality, diversity and inclusion, performance management, coaching and mentoring, or reward systems.
- **Digital and Media Evidence:** Recordings, blogs, vlogs, or videos capturing stakeholder engagement or professional practice.

Templates for many of these document types are available via MyCMI.

Supplementary Evidence

Supplementary evidence may be used to verify or strengthen product (work-based) evidence when authenticity or reliability requires confirmation.

Examples include:

- Personal statements from the learner explaining the context of the evidence.
- Observations recorded by an assessor, marker, or workplace supervisor (refer to Section 9).
- Witness testimonies provided by colleagues or line managers confirming the learner's contribution (refer to Section 6).

Supplementary evidence should be used where it is not possible to confirm that product evidence is wholly authentic, reliable, or current without additional support. In such cases, corresponding and supporting observation or witness testimony helps to reinforce validity.

Synonyms for Product (Work-Based) Evidence

Common alternative terms include: Practical Evidence, On-the-Job Evidence, Workplace Evidence, Performance Evidence, Occupational Evidence, Employment-Based Documentation, Real-World Evidence, Competency Evidence, and Professional Practice Evidence.

These terms broadly describe structured, goal-oriented artefacts that demonstrate how a learner has applied knowledge and skills to achieve measurable objectives within professional contexts.

What Does Good Product (Work-Based) Evidence Look Like?

Strong product (work-based) evidence is relevant, authentic, and clearly mapped to the assessment criteria. In some qualifications, such as CMI Level 5 Coaching, product evidence is explicitly required to meet specific assessment criteria, for example:

- 1.1 Plan and prepare to deliver professional coaching
- 1.3 Complete records of professional coaching
- 2.2 Create a professional development plan to improve coaching capability

Where product evidence supports assessment criteria not explicitly requiring it, learners must contextualise their evidence. This can be achieved by:

- Annotating the evidence with direct references to the relevant assessment criteria.
- Producing a reflective account (refer to Sections 21 and 22) or storyboard explaining the evidence and its relevance.

The most effective approach is to triangulate product (work-based) evidence by combining:

- The product evidence itself.
- The learner's contextual explanation (annotation or reflection).
- Third-party validation (witness testimony, observation, or professional discussion — refer to Sections 6, 9, and 16).
- Triangulated evidence provides robust, verifiable proof of competence, demonstrating both theoretical understanding and the practical application of learning.

Data Protection and Confidentiality

Product (work-based) evidence may contain sensitive or confidential information. Learners and Centres must fully comply with UK GDPR and organisational data protection and safeguarding policies.

All evidence should be appropriately anonymised, ensuring that confidential or personal information is not disclosed. Centres and learners share joint responsibility for maintaining ethical standards and legal compliance.

Good Practice for Centres and Learners

Area	Centre Responsibilities	Learner Responsibilities
Assessment Alignment	Ensure product (work-based) evidence guidance aligns with CMI qualification requirements and unit assessment criteria.	Select and present product evidence that directly demonstrates competence against assessment criteria.
Authenticity and Validity	Support learners in identifying real workplace evidence that meets validity standards.	Provide genuine work-based documents and, where necessary, corroborating evidence.
Contextualisation	Encourage use of annotation or reflection to explain the relevance of evidence.	Clearly link each item of evidence to assessment criteria and unit outcomes.
Integration of Theory	Reinforce the importance of connecting theory and models to practice.	Apply appropriate theoretical frameworks and analytical tools to demonstrate informed decision-making.
Triangulation	Guide learners on how to support product evidence with supplementary sources.	Provide contextual narrative and witness or observational support where required.
Data Protection	Implement secure systems for storing and reviewing learner evidence.	Anonymise documents and follow confidentiality protocols.

Good Practice Checklist

- Ensure evidence is authentic, relevant, current, and sufficient.
- Clearly map evidence to assessment criteria, supported by contextual explanation.
- Triangulate evidence using supplementary sources such as witness statements or observations.
- Apply theoretical models or frameworks to demonstrate how theory informs practice.
- Ensure full compliance with data protection, confidentiality, and safeguarding standards.
- Adhere to page limits or submission requirements specified by CMI.
- Present all evidence in a clear, professional, and accessible format suitable for assessors, markers, and moderator/ IQAs.

Assessment and Quality Assurance (Assessors, Markers, moderator/ IQAs)

Assessors, markers, and moderator/ IQAs should evaluate product (work-based) evidence in accordance with the VACSR principles:

- **Valid:** The evidence is appropriate, relevant, and directly linked to the assessment criteria.
- **Authentic:** The evidence is demonstrably the learner's own work.
- **Current:** The evidence reflects recent practice (normally within three years or within the qualification period).
- **Sufficient:** The evidence fully meets the criteria claimed.
- **Reliable:** The assessment approach is consistent across learners, assessors, and Centres over time.

If mapping to assessment criteria is unclear, assessors, markers, and moderator/ IQAs should provide constructive feedback within the marking sheet or quality assurance report. Where evidence cannot be matched to specific criteria, it should be returned to the learner for clarification or further development.

Support Resources

A range of materials is available to support the creation and submission of project-based evidence. These resources help learners plan, structure, and present professional, analytical, and well-organised project documentation that aligns with assessment criteria and command verbs:

- **MyCMI Templates:**
 - Project Proposals
 - Risk Registers
 - Business Cases
 - Operational Plans
- **MyCMI Checklists:**
 - Tools for Project Planning
 - Stakeholder Management
 - Business Analysis
- **MyCMI: Models and Frameworks:**
 - SWOT Analysis
 - PESTLE Analysis
 - Porter's Five Forces
 - Cost-Benefit Analysis
 - Kotter's Change Model
- **MyCMI Learning Materials:** Articles, Videos, and Pearls of Wisdom Guidance Supporting the Application of Theory to Practice.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to support the development of structured, evidence-based project work, helping learners demonstrate applied knowledge, analytical thinking, and professional competence within CMI assessments.

Conclusion

Product (work-based) evidence represents a valid, reliable, and authentic assessment method that enables learners to demonstrate competence through real workplace outputs. It effectively bridges the gap between theoretical learning and professional practice, allowing learners to illustrate how they apply management knowledge, analytical tools, and frameworks in context.

When implemented in line with good practice, product (work-based) evidence supports objective and transparent assessment, promotes reflective learning, and reinforces the integration of theory with practice. This approach empowers learners to take ownership of their development and provides assessors, markers, and moderator/IQAs with clear, credible, and verifiable evidence of achievement aligned with CMI qualification standards.

Section 16 - Professional Discussion

What is a Professional Discussion?

A professional discussion is a planned, structured, and recorded conversation between a learner and an assessor or marker. It is a formal two-way dialogue designed to explore the learner's understanding, application of knowledge, and professional competence in depth.

Unlike an informal conversation, a professional discussion is a recognised assessment method. It goes beyond simple question-and-answer exchanges and is more akin to a structured interview. The discussion enables learners to articulate their reasoning, decision-making, and professional practice in relation to specific assessment criteria, demonstrating both knowledge and its application in a workplace context.

Professional discussions are conducted one-to-one, not as group activities, and may take place face to face or remotely using secure video conferencing technology. All discussions must be audio or video recorded, with the learner's informed consent, to provide verifiable evidence of assessment. Recordings may be shared with CMI for marking, moderation, or quality assurance purposes, ensuring consistency, transparency, and reliability across assessments.

What is it Designed to Do?

Professional discussion is designed to provide a valid, reliable, and accessible assessment method that enables learners to demonstrate competence through verbal communication. It allows assessors, markers, and moderator/ IQAs to confirm understanding, evaluate authenticity, and explore how learners apply theoretical knowledge, models, and frameworks in practical workplace contexts.

Professional discussion can be used in a variety of ways:

- To support learners requiring reasonable adjustments, particularly where written communication presents a barrier (see CMI Reasonable Adjustments and Special Considerations Policy).
- To establish authenticity, where clarification is needed regarding the origin or authorship of written work.
- As an alternative assessment method, replacing or supplementing written assignments where appropriate for the qualification or learner.
- To support holistic assessment, by building on other evidence such as observations, reports, presentations, or product (work-based) evidence.
- To fill evidence gaps identified in Recognition of Prior Learning (RPL) submissions or previous assessments.

Professional discussion allows assessors, markers, and moderator/ IQAs to probe the depth and breadth of understanding, confirm alignment with assessment criteria, and ensure that learning outcomes are met through reflective and analytical dialogue.

Synonyms for Professional Discussion

Common alternative terms include: Discussion, Interview, Viva, Debate, or Verbal Examination.

These terms all describe a structured dialogue used to assess a learner's competence, understanding, and

application of knowledge.

What Does Professional Discussion Evidence Look Like?

All professional discussions must be recorded and securely stored for moderation and quality assurance purposes. The recording should include:

- A clear introduction stating the learner's name, the assessor's or marker's name, the date, and the purpose of the discussion.
- Reference to the specific unit and assessment criteria being covered.
- The learner's responses demonstrating application of knowledge and understanding.

To support moderation, professional discussions should be assessment criteria focused and should normally take no more than 10 minutes per criterion.

Each recording must be signposted to indicate where, in the discussion, specific assessment criteria are addressed. For example: "AC 1.1 discussed between 05:23 and 07:28."

Good Practice for Centres and Learners

Planning and Conducting a Professional Discussion (Assessors, Markers, and moderator/ IQAs)

- Develop a professional discussion plan outlining the focus, assessment criteria, participants, and supplementary evidence to be discussed.
- Submit the plan for approval in line with the CMI Assessment Brief and Marking Sheet Approval Procedure.
- Structure the discussion using clear, plain English and open, purposeful questions directly linked to the assessment criteria.
- Use progressive questioning, starting with introductory questions to build learner confidence before exploring analytical or evaluative aspects.
- Encourage learners to expand on their answers using prompts such as:
 - "You mentioned [topic] — can you elaborate on that?"
 - "Could you explain how you applied that in your workplace?"
 - "Did you mean [option A] or [option B] when you referred to [concept]?"
- Manage time effectively and ensure each assessment criterion is fully addressed.
- After the discussion, review the recording objectively to confirm coverage and sufficiency of evidence.
- Provide timely feedback and communicate clearly when learners can expect assessment outcomes.

Assessors, markers, and moderator/ IQAs must ensure that all professional discussions are objective, structured, and aligned with assessment criteria. Participation alone does not guarantee achievement; assessment decisions must be based on the sufficiency and quality of evidence presented.

Preparing for a Professional Discussion (Learners)

Learners should:

- Familiarise themselves with the assessment criteria and command verbs for the relevant unit.
- Review their existing evidence, reflections, and workplace examples in advance.
- Be prepared to discuss how theoretical frameworks, models, and tools have informed their practice.
- Examples include:
 - Analytical tools: SWOT, PESTLE, Porter's Five Forces.
 - Decision-making frameworks: Cost-Benefit Analysis, Risk Matrices.
 - Change and leadership models: Kotter's 8-Step Change Model, Lewin's Change Management Model, McKinsey 7S Framework.
- Performance and communication tools: SMART objectives, RACI matrix, stakeholder mapping.
- Ensure they are ready to discuss their reasoning, outcomes, and how they applied learning to workplace

challenges.

- Provide consent for recording and understand that this data will be used solely for assessment and moderation.

Through preparation and reflection, learners can demonstrate analytical thinking, professional communication, and application of theory to real-world practice.

Good Practice Checklist

Area	Good Practice Guidance
Planning	Create and approve a structured professional discussion plan linked to assessment criteria.
Preparation	Ensure both learner and assessor are familiar with unit outcomes and expectations.
Conducting	Use clear, open-ended questions that encourage depth and reflection.
Recording	Obtain learner consent, record the full discussion, and ensure secure data storage.
Signposting	Provide timestamps to indicate where assessment criteria are addressed.
Assessment	Review recordings objectively; make evidence-based decisions against assessment criteria.
Feedback	Provide clear, constructive feedback and confirm next steps where applicable.
Confidentiality	Comply with UK GDPR and organisational safeguarding and data protection policies.

Support Resources

A range of materials is available to support the planning, delivery, and assessment of professional discussions. These resources help learners, Centres, assessors, markers, and moderator/ IQAs plan, structure, and conduct effective discussions that align with assessment criteria and command verbs:

- **CMI Templates:**
 - Assessment and Marking Plans
 - Discussion Planning Forms
 - Feedback Sheets
- **CMI Policies and Procedures:**
 - CMI Reasonable Adjustments and Special Considerations Policy
 - CMI Assessment Brief and Marking Sheet Approval Procedure
- **MyCMI: Learning Materials:**
 - Videos, Articles, and Guides on Conducting Professional Discussions
 - Resources Supporting the Application of Management Theory to Practice
 - Framework References: Management Models and Analytical Tools
 - Best Practice Guides Supporting Evidence of Competence

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to support the development of structured, reflective, and professional discussions that demonstrate applied understanding, communication skills, and competence within CMI assessments.

Conclusion

Professional discussion is a flexible, valid, and reliable assessment method that enables learners to demonstrate understanding and competence through dialogue. It provides a dynamic and accessible alternative to written assessment, particularly beneficial for learners with specific learning needs or where discussion better captures competence.

When appropriately planned, conducted, and approved by CMI, professional discussion supports authentic and holistic assessment, reinforcing the integration of theoretical frameworks and workplace practice. It ensures that assessment remains fair, inclusive, and evidence-based, providing clear and credible proof of achievement aligned with CMI qualification standards.

Section 17 - Plans and Project Plans

What is a Plan or Project Plan?

A plan is a structured piece of assessment evidence that enables a learner to demonstrate their knowledge, understanding, and ability to organise and implement the detailed steps required to achieve a defined task, goal, or project within a specific timeframe. Plans can vary in scope and purpose. They may focus on individual development (a personal development plan), a team or departmental improvement initiative, or a strategic or organisational project. In the context of CMI qualifications, plans may draw upon real workplace evidence, simulated case studies, or hypothetical business scenarios.

A plan should be clearly structured and presented in an appropriate format, typically incorporating tables, figures, and concise narrative sections to communicate the proposed actions effectively. The content must provide sufficient and valid evidence to meet the relevant assessment criteria and command verbs specified in the qualification unit. Plans are generally presented in written form, but may also be supplemented by supporting artefacts such as Gantt charts, schedules, or risk registers where appropriate.

What is it Designed to Do?

A plan is designed to enable learners to demonstrate their ability to create, organise, and communicate a logical sequence of actions to achieve a specific aim or outcome. It provides assessors, markers, and moderator/ IQAs with clear evidence of a learner's competence in applying project management principles, critical thinking, and problem-solving skills to real or simulated contexts. When used as assessment evidence for a CMI qualification, it is essential that each learner demonstrates their individual contribution and clearly evidences how they have met the relevant assessment criteria. This ensures authenticity, validity, and fairness in the assessment process.

Learners should integrate tools, techniques, and theoretical frameworks within their plans to show how theory informs and supports workplace practice. Examples include:

- Project management tools such as Gantt charts, RACI matrices, risk registers, stakeholder maps, and resource allocation plans.
- Analytical techniques such as SWOT, PESTLE, or cost-benefit analysis.
- Theoretical frameworks such as Kotter's 8-Step Model, Lewin's Change Management Model, or SMART goal-setting frameworks.

Incorporating these elements enables learners to demonstrate the practical application of theory, systematic planning, and evidence-based decision-making, essential capabilities for effective management and leadership practice.

Synonyms for Plan or Project Plan

Common alternative terms include Project Initiation Document (PID), Project Proposal Document, Project Charter, Project Brief, Action Plan, Development Plan, Roadmap, Strategy Plan, or Implementation Plan.

These terms broadly describe structured, goal-oriented documents that outline actions, responsibilities, and resources required to achieve specific objectives within defined parameters.

What Does a Plan Look Like?

A plan may take various forms depending on its purpose, scope, and the relevant assessment criteria. Regardless of format, it should clearly demonstrate how the learner has analysed, structured, and justified the steps required to achieve defined goals.

Typical features include:

- **Background and Context:** Outlining the purpose, rationale, or justification for the plan.
- **Aims and Goals:** Stating the overarching purpose and desired outcomes.
- **SMART Objectives:** Specific, Measurable, Achievable, Relevant, and Time-bound objectives that support the overall aim.
- **Activities and Actions:** Detailed steps required to achieve each objective.
- **Responsibilities and Ownership:** Identifying who is accountable for each task or deliverable.
- **Timeframes and Milestones:** Defining schedules, deadlines, or key delivery stages.
- **Success Measures and Evaluation:** Outlining how progress and impact will be assessed.
- **Resources and Support:** Identifying the people, tools, and materials required for successful implementation.
- **Risks and Mitigation:** Recognising potential barriers and outlining contingency actions.
- **Theoretical and Analytical Tools:** Integration of models or frameworks to support analysis, decision-making, and justification.
- **Expected Outcomes:** Describing the anticipated benefits, deliverables, or learning results.

Plans are often presented in tabular format or supported by visual representations such as Gantt charts or flow diagrams. Narrative explanations may accompany these elements to provide context or analysis where required.

Good Practice for Centres and Learners

Centre Responsibilities	Learner Responsibilities
Ensure that assessment tasks and criteria are clearly defined and that learners understand what is required within the plan.	Interpret the assessment criteria carefully and ensure that the plan fully addresses all relevant command verbs and requirements.
Provide clear guidance on acceptable formats, templates, and evidence presentation.	Select a logical, well-structured format for the plan that communicates ideas clearly and concisely.
Encourage learners to use planning tools, project methodologies, and theoretical models appropriate to the task.	Apply relevant tools, techniques, and frameworks (for example, Gantt chart, RACI matrix, SWOT, PESTLE, risk log) to demonstrate analytical and practical understanding.
Support learners in linking theoretical frameworks to workplace or project-based scenarios.	Clearly connect theory to practice, referencing management and leadership models to justify decisions and actions.
Ensure learners' work is authentic and represents their individual contribution.	Provide evidence of individual input, ensuring originality and clarity of ownership.
Offer constructive developmental feedback on structure, clarity, and relevance to assessment criteria.	Reflect on feedback to improve structure, depth of analysis, and alignment with CMI standards.

Good Practice Checklist

Area	Centre Responsibilities	Learner Responsibilities
Assessment Clarity	Define learning objectives, criteria, and expected outcomes.	Understand assessment requirements and address them systematically.
Structure and Format	Provide templates or examples where appropriate.	Use a clear, logical structure supported by tables, timelines, or diagrams.
Theory into Practice	Encourage use of theoretical frameworks.	Demonstrate understanding by linking theory to workplace practice
Use of Tools and Techniques	Promote appropriate planning and analytical tools.	Apply suitable models and techniques to strengthen analysis and decision-making.
Authenticity	Verify individual learner contributions.	Ensure all evidence reflects personal work and understanding.
Evaluation and Review	Provide feedback linking to assessment criteria.	Reflect on learning and identify areas for improvement.

Support Resources

A range of materials is available to support the creation and submission of plans and project plans. These resources help learners plan, structure, and present professional, well-organised, and clearly evidenced plans that align with assessment criteria and command verbs:

- **MyCMI: Templates:**
 - Project Plan Template
 - Project Initiation Document (PID) Template
 - Communications Plan Template
 - Gantt Chart Template
- **MyCMI: Checklists:** Checklist 035 – Managing Projects

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these resources to support preparation and ensure alignment with CMI assessment standards. While these materials provide a strong foundation, additional resources may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop planning, organisation, and project management skills, supporting learners in producing high-quality evidence that demonstrates professional competence within CMI assessments.

Conclusion

Plans and project plans are critical assessment methods that enable learners to demonstrate their ability to translate theory into practice through structured, goal-driven planning. When designed effectively, they showcase analytical thinking, strategic awareness, and the practical application of management and leadership principles within real or simulated contexts.

By integrating appropriate tools, techniques, and theoretical frameworks, learners demonstrate competence in planning, organising, and evaluating actions that deliver measurable outcomes. For assessors, markers, and moderator/ IQAs, well-constructed plans provide clear, reliable, and valid evidence of performance against assessment criteria. Through adherence to good practice principles and consistent alignment with CMI standards, plans and project plans serve as robust evidence of professional competence, supporting learners' personal and career development while reinforcing high standards of assessment integrity and quality.

Section 18 - Proposal Document

What is a Proposal Document?

According to the CMI Assessment Activity Definition, a proposal document is “a formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.” A proposal document is a structured piece of assessment evidence that enables a learner to demonstrate their ability to research, analyse, and communicate a coherent case for a new idea, product, service, or project.

Proposals may serve a range of organisational purposes, including:

- Developing a business case for investment or change
- Presenting a new product or service concept
- Responding to an invitation to tender
- Initiating or defining a project or improvement plan

In the context of CMI qualifications, a proposal document provides assessors, markers, and moderator/ IQAs with evidence that the learner can apply theoretical knowledge, analytical tools, and management principles to practical business situations. The proposal may be based on real workplace evidence, case studies, or scenarios provided as part of the assessment task.

What is it Designed to Do?

A proposal document is designed to demonstrate a learner's ability to research, analyse, structure, and present ideas or recommendations professionally. It allows learners to identify problems or opportunities, propose solutions, and justify their recommendations using evidence, analytical tools, and relevant theoretical frameworks.

When used as evidence for a CMI qualification, a proposal document is a valid and reliable assessment method, enabling assessors, markers, and moderator/ IQAs to evaluate a learner's competence in a structured and consistent manner. Learners are required to clearly demonstrate their individual contribution, linking proposals directly to the assessment criteria and command verbs, ensuring each learner's work is assessed objectively and reflects real-world decision-making.

Proposal documents provide a mechanism to assess learners' knowledge, analytical reasoning, professional judgement, and communication skills. They allow learners to demonstrate that they can:

- Communicate ideas persuasively and professionally.
- Apply critical thinking and problem-solving techniques.
- Use management and leadership theory to support practical recommendations.
- Structure evidence and analysis to meet specific objectives.

Learners are encouraged to apply tools, techniques, and models to strengthen their proposals, demonstrating how theory informs practice. Examples include:

- Analytical tools: SWOT, PESTLE, Porter's Five Forces
- Decision-making frameworks: Cost-Benefit Analysis, Risk Assessment Matrices, Force Field Analysis
- Change and leadership models: Kotter's 8-Step Change Model, Lewin's Change Management Model, McKinsey 7S Framework
- Communication and stakeholder tools: Stakeholder Mapping, RACI Matrix

By combining theory, practical application, and structured evidence, proposal documents provide learners with the opportunity to demonstrate how their recommendations are evidence-based, strategically aligned, and contextually relevant.

Synonyms for Proposal Document

Common alternative terms for proposal documents include proposition, outline, recommendation, pitch, concept paper, business case, proposal paper, or proposal report.

Each of these terms broadly describes a structured, persuasive document that seeks approval, funding, or agreement for a particular idea or course of action.

What Does a Proposal Document Look Like?

The format of a proposal document may vary depending on the purpose, audience, and assessment criteria. Learners must select the most appropriate format to align with the command verbs and learning outcomes being assessed.

A proposal document may be supplemented with other assessment methods, such as presentations or supporting evidence, to demonstrate practical application. Common components include:

- **Background / Context:** Overview of the issue, opportunity, or project.
- **Rationale / Justification:** Explanation of why the proposal is necessary or beneficial.
- **Goals / Aims:** The intended outcomes or objectives.
- **SMART Objectives:** Specific, Measurable, Achievable, Realistic, and Time-bound objectives.
- **Activities / Actions:** Detailed steps required to achieve the objectives.
- **Responsibilities / Owners:** Identification of individuals responsible for each action.
- **Timeframes:** Deadlines or schedules for completion.
- **Success Measures:** Criteria for evaluating whether objectives have been met.
- **Resources / Support:** Personnel, materials, or financial resources required.
- **Risks / Mitigation:** Potential challenges and strategies to address them.
- **Outcomes / Deliverables:** The tangible outputs or results of the proposal.
- **Theoretical Frameworks / Models:** Application of management theory or analytical models to justify recommendations.

Evidence can be presented using narrative text, tables, charts, or diagrams. The structure should allow assessors, markers, and moderator/ IQAs to follow the argument logically and clearly assess the learner's competence.

Proposal Document Checklist

- Identify the audience and their objectives; make it clear how the proposal supports these goals.
- Be concise and focus on the requirements outlined in the command verbs and assessment criteria.
- Include all key components: background, rationale, goals, objectives, activities, responsibilities, timeframes, success measures, resources, risks, outcomes, and theoretical frameworks.
- Ensure individual contribution is evident.
- Integrate theory into practical recommendations using appropriate models and frameworks.
- Submit supporting evidence where required (tables, charts, appendices).
- Use professional formatting, clear language, and a logical structure.

Good Practice for Centres and Learners

Area	Centre Responsibilities	Learner Responsibilities
Assessment Clarity	Ensure learners understand the purpose of the proposal, the assessment criteria, and the command verbs.	Familiarise themselves with assessment criteria and command verbs; focus proposals on these requirements.

Structure and Presentation	Provide guidance on appropriate proposal formats, templates, and tools.	Produce clear, logical, and professional documents, using tables, charts, or diagrams where appropriate
Individual Contribution	Ensure learners submit individual work.	Demonstrate personal input and justify individual recommendations.
Application of Theory	Provide access to relevant frameworks, models, and analytical tools.	Integrate theoretical frameworks and analytical models to support recommendations.
Evidence and Analysis	Ensure the proposal allows clear evidence of meeting criteria.	Use evidence, data, and analysis to justify recommendations.
Feedback & Development	Offer constructive feedback linking strengths and improvements to assessment criteria.	Reflect on feedback and refine proposals to improve quality.

Support Resources

A range of materials is available to support the creation and submission of proposal documents. These resources help learners plan, structure, and present professional, evidence-based proposals that align with assessment criteria and command verbs:

- **MyCMI: Templates:**
 - Business Case
 - Project Initiation Document (PID)
 - New Product Development Proposal
 - Invitation to Tender
 - Sales Plan
- **MyCMI: Checklists:** Checklist 240 – Developing a Business Case for a New Product or Service.
- **MyCMI: Models and Frameworks:**
 - SWOT Analysis
 - PESTLE Analysis
 - Porter's Five Forces
 - Cost-Benefit Analysis
 - Risk Assessment
 - Kotter's 8-Step Change Model
 - Lewin's Change Management Model
 - McKinsey 7S Framework
- **MyCMI: Videos (Pearls of Wisdom):**
 - Creating the Business Case
 - Presenting Your Business Case

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these resources to support preparation and ensure alignment with CMI assessment standards. While these materials provide a strong foundation, additional resources may be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to develop research, analysis, and communication skills, supporting the production of high-quality proposals that demonstrate professional competence and applied understanding within CMI assessments.

Conclusion

Proposal documents are a valid and reliable assessment method that allows learners to demonstrate their ability to analyse, structure, and present ideas in a professional and evidence-based format. They provide assessors, markers, and moderator/ IQAs with clear, observable evidence of a learner's knowledge, analytical reasoning, and application of theory to practice.

When prepared in accordance with good practice, proposal documents enable learners to meet assessment criteria effectively and demonstrate professional decision-making and individual contribution. By combining theory, practical application, and structured evidence, proposal documents help learners develop critical skills essential for real-world management and leadership contexts, ensuring alignment with CMI unit standards and promoting continuous personal and professional development.

Section 19 - Question and Answer

What is Question and Answer (Q&A)?

Question and Answer (Q&A) is a structured assessment method to gather verbal evidence from a learner through planned questioning. It enables the assessor or marker to clarify understanding, probe knowledge, and verify the authenticity of submitted evidence in relation to specific assessment criteria. Unlike informal conversations, Q&A is a formal and recorded assessment activity. It provides an opportunity for the learner to expand upon or clarify their written work and demonstrate the application of knowledge, skills, and behaviours in context.

Q&A sessions may be conducted face-to-face or remotely using secure video conferencing technology. All sessions must be audio or video recorded with the learner's informed consent to ensure transparency and facilitate moderation and quality assurance by CMI.

What is it Designed to Do?

Q&A is designed to provide a valid, reliable, and flexible mechanism for gathering additional evidence where written or product evidence is incomplete, insufficient, or unclear. It allows assessors, markers, and moderator/IQAs to test a learner's understanding and confirm competence through structured, purposeful questioning.

This assessment method supports:

- Filling specific evidence gaps identified during formative feedback or summative marking.
- Clarifying borderline assessment decisions.
- Allowing learners to demonstrate knowledge verbally when written evidence alone may not reflect their true understanding.
- Confirming the authenticity of submitted work.

Q&A should not replace a comprehensive written assessment but instead complement other assessment methods to ensure fairness, inclusivity, and validity.

Learners should use this opportunity to demonstrate depth of understanding and application by linking responses to theoretical frameworks, analytical tools, and professional models, such as:

- **Analytical tools:** SWOT, PESTLE, Porter's Five Forces
- **Decision-making frameworks:** Cost-Benefit Analysis, Risk Assessment Matrix, Force Field Analysis
- **Leadership and management models:** Lewin's Change Model, McKinsey 7S, or Tannenbaum and Schmidt Continuum
- **Communication and stakeholder tools:** RACI Matrix, Stakeholder Mapping, or Johari Window

Referencing relevant theory demonstrates that the learner can integrate academic insight into workplace practice, a key feature of CMI's work-based assessment approach.

Synonyms for Question and Answer

Common alternative terms include: Inquiry and Response, Interview, Dialogue, Interactive Session, Discussion, or Verbal Examination.

Each term represents a formal, structured exchange designed to gather or validate evidence of learning and competence.

What Does Q&A Evidence Look Like?

Q&A evidence generally consists of an audio or video recording of the session accompanied by supporting documentation, such as:

- The question plan or list of questions aligned to the assessment criteria
- A summary of the discussion and signposting to where the learner addressed the criteria
- Learner consent forms and data protection documentation

To support moderation, Centres must ensure that recordings are securely stored and that evidence is clearly signposted (for example, “AC 2.1 discussed between 05:10–06:45”). This facilitates consistency, transparency, and efficiency in marking and quality assurance.

Good Practice for Centres, Assessors, Markers, and moderator/ IQAs

Planning and Preparation

- Identify purpose and scope: Establish which assessment criteria require additional evidence and confirm that Q&A is an appropriate method.
- Develop a structured question plan: Design open-ended questions that align with assessment criteria, command verbs, and unit learning outcomes.
- Gain approval: Submit Q&A plans for approval following the CMI Assessment Brief and Marking Sheet Approval Procedure.
- Ensure compliance: Follow the CMI Reasonable Adjustments and Special Considerations Policy when adapting Q&A for individual learner needs.
- Prepare recording and storage arrangements: Ensure secure data storage and learner consent in line with UK GDPR and CMI requirements.

Conducting the Q&A

- Maintain a professional, objective, and supportive tone.
- Avoid leading or closed questions that limit responses.
- Allow sufficient time for the learner to elaborate and make links to theory, models, and workplace examples.
- Summarise key points to confirm shared understanding before moving to the next question.
- Record the session clearly and maintain accurate documentation.

Post-Assessment Practice

- Provide constructive developmental feedback highlighting how the learner’s responses met or did not meet the assessment criteria.
- Clearly record assessment decisions and reference the corresponding evidence within the Q&A session.
- Retain recordings and associated documentation for internal verification and CMI moderation.

Good Practice for Learners

Before the Q&A

- Review your submitted work: Identify areas where your evidence may be limited or where further explanation could strengthen your case.
- Revisit key theories and models: Be prepared to explain how your work demonstrates the practical application of frameworks such as SWOT, PESTLE, or Kotter’s Change Model.
- Understand the purpose: Q&A is not a test of memory but a chance to articulate understanding and demonstrate professional reasoning.

During the Q&A

- Listen carefully to each question and respond concisely but comprehensively.
- Where possible, support answers with examples from your workplace or professional practice.

- Use theoretical references to demonstrate how management principles inform your decisions or actions.
- Remain professional and reflective in tone, treating the Q&A as an opportunity to showcase your competence.

After the Q&A

- Reflect on the feedback received and identify any areas for continued development.
- Ensure that your responses have been correctly captured and recorded for verification.
- Use the experience to strengthen future submissions and improve confidence in professional communication.

Good Practice Checklist

Good Practice Principle	Application Guidance
Purposeful Planning	Identify assessment criteria that require clarification or extension.
Alignment with Criteria	Ensure questions target relevant command verbs and learning outcomes.
Open and Exploratory Questions	Encourage analysis, evaluation, and synthesis rather than recall.
Evidence Recording	Record and time stamp all sessions with learner consent; signpost relevant criteria.
Data Protection Compliance	Securely store recordings in line with UK GDPR and CMI requirements.
Integration of Theory	Encourage learners to link responses to recognised frameworks and models.
Feedback and Reflection	Provide timely, constructive developmental feedback following the session.

Support Resources

A range of materials is available to support the planning, delivery, and documentation of question-and-answer (Q&A) evidence. These resources help learners and Centres ensure that Q&A activities are structured, transparent, and aligned with assessment criteria and command verbs:

- **MyCMI Templates:** Q&A Planning and Documentation Templates.
- **Policies and Guidance:**
 - CMI Command Verb Definitions List (2024)
 - Centre Handbook
 - Quality Assurance Handbook
 - CMI Reasonable Adjustments and Special Considerations Policy
 - Guidance on Assessment Planning and Moderation Processes
- **MyCMI:** Learning Resources: Articles, videos, and tools on communication skills, assessment design, and effective questioning techniques.

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure alignment with CMI assessment standards. While these resources provide a strong foundation, additional materials may also be available to further enhance learning and assessment outcomes.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)

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- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to promote consistency, fairness, and quality in assessment practice while supporting learners in articulating knowledge and demonstrating competence effectively within CMI assessments.

Conclusion

Question and Answer (Q&A) is a flexible, valid, and reliable assessment method that strengthens the overall integrity of CMI qualifications. When implemented effectively, it ensures that learners can demonstrate full competence and understanding, particularly where written evidence alone is insufficient. Through structured questioning, assessors, markers, and moderator/ IQAs gain deeper insights into the learner's ability to apply theory to practice, make informed decisions, and reflect professionally on their learning.

By following the good practice principles and procedures outlined in this guide, Centres can ensure that Q&A activities are conducted transparently, ethically, and consistently, supporting fair, high-quality assessment outcomes that uphold the standards of CMI qualifications.

Section 20 - Recognition of Prior Learning

What is Recognition of Prior Learning (RPL)?

Recognition of Prior Learning (RPL) is an established assessment process that enables a learner to use evidence from previous certificated or non-certificated achievements to demonstrate competence against the assessment criteria of a unit or qualification. Through RPL, a learner's prior learning and experience, whether gained through formal education, workplace practice, or other professional or voluntary development, can be recognised and assessed as meeting the required learning outcomes of a CMI qualification.

As stated in the CMI Recognition of Prior Learning (RPL) Policy:

"RPL is an assessment process which makes use of the evidence from a learner's previous non-certificated and certificated achievement(s) or attainment to demonstrate competence or achievement within a unit or qualification."

RPL can only be undertaken by CMI-approved Centres authorised to assess and quality-assure CMI qualifications internally. All evidence presented through RPL must meet the same standards of validity, authenticity, sufficiency, reliability, and currency as those applied to any other recognised assessment method.

What is it Designed to Do?

RPL is designed to promote fair, consistent, and efficient recognition of a learner's prior achievements, reducing the need for unnecessary duplication of assessment where competence has already been demonstrated. This process allows learners to demonstrate that they have already achieved the required knowledge, skills, and behaviours through prior learning or experience, whether in a professional, academic, or voluntary context.

As a recognised and rigorous assessment method, RPL upholds the integrity of CMI qualifications and ensures alignment with current assessment criteria, regulatory standards, legal requirements, and industry good practice. It enables assessors, markers, and moderator/ IQAs to make evidence-based, defensible judgements on prior achievement.

All RPL evidence must be current and reflect recent and relevant practice to demonstrate that the learner's knowledge, skills, and behaviours remain current and applicable to contemporary contexts.

- For CMI qualifications, currency is typically defined as evidence produced or verified within three years, unless otherwise stated in the qualification specification or policy.
- For learners undertaking apprenticeships, evidence may need to be more recent, in line with the apprenticeship standard or End-Point Assessment (EPA) requirements. Centres should refer to the current CMI and Institute for Apprenticeships and Technical Education (IfATE) guidance to confirm applicable timescales and expectations.

Where appropriate, learners are encouraged to demonstrate how their prior experience reflects the application of theoretical models, analytical frameworks, and management principles, thereby reinforcing both the authenticity and rigour of their evidence. Illustrative examples include:

- **Analytical frameworks:** SWOT Analysis, PESTLE Analysis, Porter's Five Forces.
- **Leadership and management models:** Lewin's Change Model, Kotter's 8-Step Change Framework, McKinsey 7S Model.
- **Decision-making and evaluation tools:** Cost-Benefit Analysis, Balanced Scorecard, Stakeholder

Integrating theoretical frameworks into prior practice enables learners to evidence both competence and an ongoing professional understanding aligned with current CMI standards and expectations.

Synonyms for Recognition of Prior Learning

Common alternative terms for RPL include: Prior Learning Assessment, Accreditation of Prior Learning (APL), Recognition of Prior Experience, Recognition of Prior Achievement, Prior Learning Recognition, Validation of Prior Learning, Credit for Prior Learning, Recognition of Prior Knowledge, and Skills Recognition.

These terms broadly describe structured, evidence-based processes through which a learner's previous learning, skills, or achievements are evaluated and mapped against the assessment criteria of a CMI unit or qualification.

What Does RPL Evidence Look Like?

RPL evidence must clearly demonstrate how the learner has met the learning outcomes and assessment criteria of the relevant CMI unit(s). All evidence must be assessed against the CMI principles of VACSR—Valid, Authentic, Current, Sufficient, and Reliable.

Criterion	Definition
Valid	Evidence must directly relate to the criteria being assessed.
Authentic	Evidence must be demonstrably the learner's own work.
Current	Evidence must reflect recent and relevant practice, showing the learner's up-to-date competence.
Sufficient	Evidence must fully meet all aspects of the assessment criteria claimed.
Reliable	Evidence must be consistent and verifiable through internal and external quality assurance processes.

Examples of appropriate RPL evidence include:

- Workplace documents, reports, and project deliverables.
- Certificates or transcripts from prior qualifications.
- Verified Continuing Professional Development (CPD) records.
- Professional references, testimonials, or authenticated witness statements.
- Reflective accounts that map prior learning to current assessment criteria.
- Observation reports or authenticated performance records.

Centres must ensure that all RPL evidence is systematically mapped to CMI assessment criteria, formally assessed, and quality assured by a qualified assessor, marker, and moderator/ IQA.

All documentation and evidence must be securely stored and managed in accordance with UK GDPR and relevant CMI Data Protection and Safeguarding Policies.

Good Practice for Centres, Assessors, Markers, and moderator/ IQAs

Planning and Preparation

- Undertake a comprehensive mapping exercise to determine how prior learning aligns with the qualification's learning outcomes and assessment criteria.
- Confirm that all RPL evidence satisfies the VACSR principles—valid, authentic, current, sufficient, and

reliable.

- Identify any evidence gaps and plan suitable supplementary assessment methods (such as professional discussion, Q&A, or observation – see Sections 16, 19, and 9 of this guide) to ensure complete coverage of the assessment criteria.
- Obtain formal approval where required, in line with the CMI RPL Policy and internal quality assurance procedures.
- Maintain clear and accurate assessment records, ensuring secure evidence storage and compliance with UK GDPR.

Assessment and Quality Assurance

- Apply the same level of rigour and consistency to RPL evidence as to other assessment methods.
- Record and document all mapping of evidence to unit criteria transparently.
- Provide a clear, defensible rationale for all assessment decisions.
- Ensure that RPL assessments are subject to internal verification and CMI moderation in accordance with policy requirements.
- Deliver developmental and constructive feedback to learners, supporting reflection and continued professional growth.

Good Practice for Learners

Preparing RPL Evidence

- Review the relevant learning outcomes and assessment criteria to determine which areas can be evidenced through prior learning or experience.
- Gather authentic, verifiable, and current evidence that demonstrates achievement.
- Reference management theories and frameworks to demonstrate applied knowledge and critical understanding where possible.
- Present evidence clearly, concisely, and logically to support efficient assessment and moderation.

Submitting and Reflecting

- Collaborate with the Centre, assessor, and moderator/ IQA to complete the required RPL mapping documentation.
- Ensure all evidence aligns with the VACSR principles.
- Reflect on how prior achievements relate to ongoing professional development and future learning opportunities.

Good Practice Checklist

Principle	Application Guidance
Purpose and Planning	Identify which units or criteria can be met through RPL.
Evidence Mapping	Align and document all evidence against assessment criteria.
VACSR Standards	Ensure all evidence is Valid, Authentic, Current, Sufficient, and Reliable.
Use of Theory	Apply relevant models and frameworks to demonstrate analytical understanding.
Approval and Verification	Follow CMI RPL Policy for submission, assessment, and moderation.
Currency	Evidence should generally be within three years (or as required for apprenticeships/EPA).

UK GDPR Compliance	Manage data and learner consent in line with UK GDPR requirements.
Transparency and Feedback	Provide clear rationale and constructive developmental feedback on assessment decisions.

Support Resources

A range of materials is available to support the implementation and assessment of Recognition of Prior Learning (RPL). These resources assist learners and Centres in evidencing existing knowledge, skills, and competence in alignment with CMI qualification standards and assessment criteria:

- **CMI Policies and Forms:**
 - Centre Handbook
 - Quality Assurance Handbook
 - CMI Recognition of Prior Learning (RPL) Policy
 - CMI RPL Application Form: Available via MyCMI → Qualification Support
 - CMI Reasonable Adjustments and Special Considerations Policy
 - CMI Data Protection Policy
 - CMI Moderation and Quality Assurance Policies
- **MyCMI:** Learning and Resource Platform that includes thousands of curated resources aligned to CMI qualification units.
- **MyCMI:** Study guides, templates, and frameworks supporting reflective and evidence-based assessment.
- **MyCMI:** CPD tools for tracking and demonstrating ongoing professional development

Centres, assessors, markers, and moderator/ IQAs are encouraged to direct learners to these materials to support preparation and ensure compliance with CMI assessment and quality standards. While these resources provide a strong foundation, additional materials may be available to further enhance the application and evaluation of RPL evidence.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable starting point for both learners and Centre staff. They are designed to promote consistent, fair, and transparent recognition of prior learning, supporting the validation of existing competence within CMI qualifications.

Conclusion

Recognition of Prior Learning (RPL) is a robust, equitable, and efficient assessment method that enables learners to formally recognise existing knowledge, skills, and experience gained through previous study, work, or professional development. When effectively implemented, RPL ensures that assessment decisions are valid, authentic, sufficient, reliable, and current, thereby upholding the quality and integrity of CMI qualifications. It provides a fair and transparent process through which learners can demonstrate competence without unnecessary duplication of effort, supporting a more streamlined and meaningful learning journey.

To maintain currency and relevance, learners should ensure that all RPL evidence reflects recent and up-to-date practice, typically within the last three years, unless otherwise specified in the qualification or unit requirements. This ensures that knowledge, skills, and behaviours align with current professional and industry standards.

Centres, assessors, markers, and moderator/ IQAs can deliver a rigorous and defensible RPL process by adhering to CMI policies and procedures, applying the VACSR principles, and ensuring compliance with UK GDPR. This

approach recognises and values prior achievement while supporting learners in progressing their professional development and achieving CMI qualifications with integrity and confidence.

Section 21 - Reflective Statement

What is a Reflective Statement?

A reflective statement is a piece of assessment evidence that enables a learner to critically analyse and evaluate their performance, understanding, or experience in relation to a specific task, activity, or situation. It provides learners with an opportunity to demonstrate self-awareness, professional integrity, and critical insight, while linking reflections to learning outcomes and assessment criteria.

Reflective statements allow learners to:

- Demonstrate insight into their own practice and decision-making.
- Evaluate the impact of their actions on themselves, colleagues, and teams.
- Apply lessons learned to future professional situations.
- Integrate theoretical frameworks, leadership models, or management principles into practical experience.

This assessment method encourages critical thinking and reflective practice, enabling learners to articulate their understanding of concepts and their application in real-world contexts. By reflecting on experiences, learners can identify strengths, highlight areas for development, and demonstrate ongoing professional growth.

Note for learners completing an apprenticeship: Learners undertaking an apprenticeship must refer to the evidence requirements outlined within their specific apprenticeship standard to ensure reflective statements are permitted and used appropriately.

What is it Designed to Do?

Reflective statements are designed to enable learners to:

- Critically appraise their own performance or understanding.
- Evaluate the impact of their actions on themselves, colleagues, or wider teams.
- Demonstrate professional integrity, analytical reasoning, and self-awareness.
- Link reflections to learning outcomes, assessment criteria, and theoretical frameworks.
- Identify strengths, weaknesses, and areas for personal or professional development.

When effectively written, reflective statements support holistic assessment, demonstrating the learner's ability to integrate theory into practice, apply leadership and management principles, and learn from practical experiences.

Synonyms for Reflective Statement

Common alternative terms include: Reflection, Reflective Account, Consideration, Thinking, Contemplation, Deliberation, Musings, Opinion.

These terms broadly describe structured, evidence-based personal analysis aimed at developing insight, professional judgement, and learning from practical experiences.

Models and Frameworks of Reflection

Learners may use established models or frameworks to structure their reflective statements. Examples include:

- **EDGE-IT Model:** A five-stage model encouraging focused, practical reflection linked to learning and action, designed for leaders in dynamic organisational contexts.
- **Gibbs' Reflective Cycle:** Six stages that guide learners through description, analysis, evaluation, and action planning, incorporating reflective questions at each stage.

- **Kolb's Learning Cycle:** A four-stage experiential learning cycle emphasising observation, conceptualisation, experimentation, and experience.

Learners may also create their own reflective framework, consisting of guided questions and a structured process to analyse and learn from experiences, tasks, activities, or situations.

What Does a Reflective Statement Look Like?

A reflective statement is typically a written narrative composed of the learner's personal reflections. It should:

- Focus on thoughtful appraisal of performance and learning, rather than simply describing events.
- Demonstrate analytical reasoning, using evidence or examples to illustrate insights.
- Balance personal reflection with objective evaluation, avoiding extremes of over-emotional or overly objective tone.
- Map clearly to assessment criteria and learning outcomes, supporting holistic assessment.

A reflective statement may be structured as follows:

- Introduction: Overview of the experience, task, activity, or situation.
- Description: The learner's role and actions within the context.
- Analysis of Cause and Effect: Consideration of what occurred and why.
- Evaluation: Examination of successes, challenges, and areas for improvement.
- Outcome and Learning: Key insights gained and how these will inform future practice.

See example below

During the first 12 months of employment in my new role at ABC Organisation, I found myself inwardly questioning the reliability and validity of information provided in our customer database, especially around business sales, as I came across conflicting and contradictory data in our weekly data sales reports and feedback sessions. I was surprised at how other members of the team appeared to automatically trust the content of data in the sales reports and I sometimes felt that what was presented back to the team was accepted as factual as long as there was clear profit and financial targets were being met.

This prompted me to critically analysis the sales data in a more in-depth manner to ensure that there was correlation between the systems involved and the data reports. I did not want to appear cynical and questioning their judgements to the rest of the team and kept these concerns to myself, which on reflection I perhaps could have had a discussion with my line manager in the first place or undertaken some statical research into the data and then presented this to the team.

(AC 2.1, 2.4)

Reflective statements can also incorporate theoretical frameworks, leadership and management models, and analytical tools to demonstrate the application of theory to practice.

Good Practice for Assessors, Markers, and moderator/ IQAs

Good practice in using reflective statements involves providing learners with clear guidelines on what to reflect upon, promoting honesty and openness, and ensuring that feedback focuses on growth and development rather

than merely grading. This approach fosters deeper learning and enhances personal and professional development, as it encourages learners to recognise and build on their strengths while addressing areas for improvement.

Planning and Preparation:

Ensure learners understand the purpose and scope of the reflective statement.

- Provide guidance on linking reflections to assessment criteria and theoretical frameworks.
- Encourage learners to draw on work-based evidence or practical examples to support reflections.
- Confirm compliance with UK GDPR and CMI data protection policies when handling learner submissions.

Assessment and Quality Assurance:

- Evaluate reflective statements for critical thinking, openness, relevance, and alignment with assessment criteria.
- Check that reflections demonstrate integration of theory, frameworks, or models where appropriate.
- Ensure statements are assessed against VACSR principles: Valid, Authentic, Current, Sufficient, Reliable.
- Provide constructive feedback to support learners' ongoing professional development.

Good Practice for Learners

Preparation and Writing:

- Identify relevant experiences, tasks, activities, or situations to reflect upon.
- Use examples and evidence to support reflections.
- Apply theoretical frameworks or models to enhance analysis and learning.
- Write concisely, using first-person language ('I' or 'we') to convey authentic reflection.

Review and Submission:

- Map reflections to the relevant assessment criteria.
- Ensure clarity, coherence, and logical structure.
- Reflect on strengths, weaknesses, and learning outcomes, highlighting actionable insights.
- Confirm adherence to any word count or submission requirements.

Reflective Statement Checklist

- Is the statement concise and focused?
- Does it map clearly to relevant assessment criteria?
- Are experiences critically analysed with causes and effects considered?
- Are strengths, weaknesses, and lessons learned identified?
- Are reflections supported by evidence or practical examples?
- Are theoretical frameworks or models applied where appropriate?
- Is the statement written in first-person and clearly structured?
- Does the statement comply with UK GDPR and data protection requirements?

Support Resources

A range of materials is available to support the development and assessment of reflective statements. These resources help learners plan, structure, and present reflective evidence that aligns with assessment criteria, command verbs, and CMI professional standards:

- **MyCMI Online Platform:** Reflective practice guides, templates, and frameworks to support structured reflection and self-evaluation.
- **Reflection Models:**
 - EDGE-IT Model – A structured framework for reflection and action planning.

- Gibbs' Reflective Cycle – A six-stage model supporting critical reflection and learning from experience.
- Kolb's Learning Cycle – A continuous model for experiential learning and reflective practice.
- **CMI Policies and Procedures:**
 - Data Protection Policy
 - Reasonable Adjustments and Special Considerations Policy
 - Assessment and Moderation Policies

Centres, assessors, markers, and moderator/ IQAs should familiarise themselves with these tools and direct learners to the most appropriate resources based on their qualification pathway and assessment requirements.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a strong foundation for developing reflective practice, enabling learners to link experience with theory, demonstrate professional growth, and evidence competence effectively within CMI assessments.

Conclusion

Reflective statements provide learners with a structured opportunity to evaluate their own practice, actions, and learning critically. They enable learners to demonstrate self-awareness, apply theoretical frameworks to practical situations, and identify areas for personal and professional development. Reflective statements foster deeper understanding, critical thinking, and ongoing professional growth by moving beyond description to analysis, insight, and application of lessons learned.

For learners, reflective statements encourage self-evaluation, strengthen the ability to link theory to practice, and develop professional judgement and analytical skills. They support holistic assessment by demonstrating competence across multiple learning outcomes and assessment criteria, helping learners to recognise strengths, address gaps, and plan future development.

For Centres, assessors, markers, and moderator/ IQAs, reflective statements provide clear, evidence-based insights into a learner's understanding, decision-making, and application of knowledge. They offer a transparent and verifiable method to assess learning that may not be captured through written assignments or product evidence alone. Reflective statements also support effective moderation and quality assurance by providing structured documentation of the learner's thought process, professional reasoning, and application of theoretical models.

Reflective statements are a flexible and valuable assessment method that benefits all parties involved. They promote learner ownership of development, provide rich evidence for assessment decisions, and facilitate robust, consistent, and defensible quality assurance processes aligned with CMI standards.

Section 22 - Reflexive Statement

What is a Reflexive Statement?

A reflexive statement is a critical, self-reflective piece of assessment evidence in which a learner evaluates their experiences, actions, and underlying assumptions. Unlike simple reflection, reflexivity encourages learners to analyse what occurred and how their personal beliefs, values, biases, and emotions influenced their decisions and behaviours.

Reflexive statements enable learners to:

- Demonstrate self-awareness and professional insight.
- Analyse the influence of personal assumptions, beliefs, and experiences on decision-making.
- Evaluate the impact of their actions on themselves, colleagues, and teams.
- Apply lessons learned to improve future professional practice.
- Integrate theoretical frameworks, leadership models, or management principles into practical experiences.

Note for learners completing an apprenticeship: Learners undertaking an apprenticeship must refer to the evidence requirements outlined within their specific apprenticeship standard to ensure reflexive statements are permitted and used appropriately.

What is it Designed to Do?

Reflexive statements are designed to:

- Promote critical self-analysis, self-awareness, and professional accountability.
- Encourage learners to examine how personal perspectives shape professional behaviour and decisions.
- Identify opportunities for personal and professional development.
- Support holistic assessment by demonstrating the integration of theory into practice.

By engaging in reflexivity, learners gain insight into how their perspectives influence their professional actions and how these can be adjusted to achieve more effective practice in the future.

Synonyms for Reflexive Statement

Common alternative terms include: Reflective Statement, Self-Reflection, Self-Assessment, Reflective Account, Personal Reflection, Self-Analysis, Introspective Statement, Reflection Narrative, Critical Reflection, Self-Review

These terms broadly refer to structured, evidence-based personal analysis that aims to develop professional insight, judgement, and self-awareness.

What Does Reflexive Statement Evidence Look Like?

A reflexive statement is distinguished from a reflective statement by its focus on self-awareness and the internal factors influencing actions. Key characteristics include:

- **Focus on self-awareness:** Examines personal values, beliefs, biases, and experiences shaping perceptions and decisions.
- **Critical analysis:** Evaluates how internal factors influence professional behaviour and engagement.
- **Subjectivity:** Acknowledges personal perspective and its impact on outcomes.
- **Deeper insight:** Explores learning from experience and informs future practice.
- **Acknowledgement of bias:** Recognises that personal and contextual factors shape perspectives.
- **Learning and growth:** Identifies actionable improvements and professional development opportunities.

Example of a Reflexive Statement

"I noticed that I was quick to make decisions during the team meeting, likely due to my background in high-pressure environments. I realise that my speed may have limited contributions from quieter team members. In future meetings, I will slow down and actively invite input from all team members to improve collaboration and inclusivity."

Reflective vs Reflexive Statements

Aspect	Reflective Statement	Reflexive Statement
Focus	External events and what happened	Internal self-awareness and how personal factors influence actions
Purpose	Learn from experiences and improve future actions	Understand how personal beliefs, values, and biases shape behaviour
Analysis	Evaluates situation and draws lessons	Critically analyses assumptions, beliefs, and effects on behaviour
Objectivity	More objective, focused on external events	Highly subjective, focused on internal influences
Self -Awareness	Less emphasis on personal introspection	Strong emphasis on self-awareness and personal insight

Good Practice for Assessors, Markers, moderator/ IQAs, and Learners

This section provides guidance on good practices for producing, assessing, and supporting reflexive statements. It ensures that learners' reflections are thoughtful, evidence-based, and aligned with CMI assessment criteria while promoting self-awareness, professional development, and integration of theory into practice.

Good Practice for Assessors, Markers, and Moderator/ IQAs

Planning and Preparation

- Provide learners with clear guidance on the purpose, scope, and expectations of reflexive statements.
- Encourage linkage of reflections to assessment criteria, learning outcomes, and relevant theoretical frameworks (for example, Gibbs' Reflective Cycle, Kolb's Learning Cycle, EDGE-IT).
- Advise learners to support reflections with work-based evidence, practical examples, and analytical reasoning.
- Ensure all submissions are handled securely in compliance with UK GDPR and CMI Data Protection policies.

Assessment and Quality Assurance

- Evaluate reflexive statements for critical thinking, self-awareness, relevance, and alignment with assessment criteria.
- Confirm integration of theory, models, or frameworks where appropriate.
- Apply VACSR principles: Valid, Authentic, Current, Sufficient, Reliable.
- Provide constructive feedback that promotes learners' ongoing professional growth and learning.

Good Practice for Learners

Preparation and Writing

- Identify relevant experiences, tasks, activities, or situations to reflect upon.
- Analyse personal assumptions, beliefs, biases, and their impact on actions.
- Use specific examples and evidence to illustrate reflections.
- Apply theoretical frameworks or models to demonstrate integration of theory into practice.
- Write concisely using first-person language ('I' or 'we') to convey authentic reflection.

Structured Approach for Reflexive Statements

Learners are encouraged to follow a structured approach to ensure clarity, coherence, and alignment with assessment criteria:

Introduction – Context and Purpose

- Outline the situation, role, and purpose of the reflection.
- Example: “As a team leader, [Learner] has been reflecting on decision-making approaches during project meetings to understand their impact on team dynamics and identify areas for improvement.”

Self-Awareness – Personal Influences

- Identify cultural, experiential, or personal factors affecting actions and behaviours.
- Example: “Having grown up in a culture valuing direct communication, [Learner] recognises this can influence their leadership style in meetings.”

Impact and Consequences – Effects on Others

- Analyse how actions influenced colleagues, teams, and outcomes.
- Example: “While decisiveness moves projects forward, it may reduce engagement from quieter team members who feel undervalued.”

Critical Examination – Question Assumptions

- Challenge habitual approaches and consider alternative perspectives.
- Example: “[Learner] now recognises that adopting a more facilitative approach can foster collaboration and innovation.”

Conclusion – Action Plan for Growth

- Summarise insights and describe practical steps to improve future professional practice.
- Example: “[Learner] will actively encourage contributions from all team members to enhance team engagement and decision-making quality.”

Review and Submission

- Map reflections clearly to assessment criteria and learning outcomes.
- Ensure logical structure, clarity, and coherence.
- Reflect on strengths, weaknesses, lessons learned, and actionable insights.
- Comply with word count, submission requirements, and UK GDPR standards.

Reflexive Statement Checklist

- Clear and concise reflection
- Identification of personal influences (values, beliefs, biases)
- Critical analysis of impact on self and others
- Integration of theoretical frameworks, leadership, and management models
- Evidence-based support for reflections

- Actionable insights for future professional development
- Alignment with assessment criteria and learning outcomes
- Compliance with UK GDPR and CMI Data Protection policies

Good Practice Summary

- **Openness and Self-Awareness:** Reflexivity requires thoughtful examination of personal biases, assumptions, and habits.
- **Use of Specific Examples:** Reflections should be grounded in real experiences to provide context and depth.
- **Balanced Reflection:** Acknowledge both strengths and areas for improvement.
- **Action-Oriented:** Ensure reflections lead to practical, actionable steps for future professional development.

Support Resources

A range of materials is available to support the creation and submission of reflexive statements. These resources help learners plan, structure, and present reflective and reflexive evidence that aligns with assessment criteria, command verbs, and CMI professional standards:

- **MyCMI Online Platform:** Templates and guides for planning and structuring reflexive statements.
- **MyCMI:** Models and frameworks for reflective and reflexive practice, including:
 - Gibbs' Reflective Cycle
 - Kolb's Learning Cycle
 - EDGE-IT Model
 - Schon's Reflective Practice Model
- **CMI Guidance and Policies:**
 - Guidance on assessment planning, mapping evidence to assessment criteria, and moderation processes.
 - CMI Reasonable Adjustments and Special Considerations Policy.
- **MyCMI:** Learning resources on critical reflection, reflexivity, and professional development.

Centres, assessors, markers, and moderator/ IQAs should familiarise themselves with these tools and direct learners to the most appropriate resources based on the assessment context.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a robust foundation for developing reflective and reflexive practice, enabling learners to critically evaluate their experiences, link theory to practice, and produce evidence of professional competence for CMI assessments.

Conclusion

A reflexive statement provides learners with a structured and meaningful opportunity to critically evaluate their own actions, behaviours, and decision-making processes. It enables learners to develop self-awareness, professional insight, and analytical reasoning while encouraging the application of theoretical frameworks, leadership models, and management principles to real-world experiences. Through this process, learners can recognise the impact of their personal values, beliefs, and biases on their practice, identify strengths and areas for development, and plan actionable steps for professional growth.

For assessors, markers, and moderator/ IQAs, reflexive statements offer valuable assessment evidence that supports holistic evaluation of a learner's competence, critical thinking, and ability to integrate theory into practice. They facilitate transparent, consistent, and defensible assessment processes, aligned with CMI policies, UK GDPR, and VACSR principles. By promoting deeper learning and reflective practice, reflexive statements enhance the learner's development and support robust quality assurance and moderation processes, ensuring that assessment decisions are fair, reliable, and meaningful.

Section 23 - Reports

What is a Report?

A report is a structured piece of assessment evidence that enables a learner to present their knowledge, skills, and experience in a clear, organised, and professional format. In the context of CMI qualifications, reports may draw on workplace learning, research conducted by the learner, or a combination of both. Reports typically include analysis, interpretation, and conclusions, and may incorporate visual elements such as tables, charts, or graphs where appropriate.

Reports are primarily presented in written form but may also be delivered verbally. In such cases, verbal reports must be recorded and time-stamped to allow assessors, markers, and moderator/ IQAs to review them against the assessment criteria. Regardless of format, reports must provide sufficient evidence to meet the learning outcomes and assessment criteria specified in the relevant CMI unit.

What is it Designed to Do?

Reports are designed to demonstrate a learner's ability to organise, analyse, and communicate information clearly and effectively. They provide learners with an opportunity to:

- Present knowledge and understanding of a topic, event, project, or period in a structured and coherent manner.
- Analyse evidence, data, or research to support conclusions and recommendations.
- Apply theoretical frameworks, management models, or analytical tools to practical or simulated contexts.
- Communicate findings, insights, and recommendations effectively to intended audiences, demonstrating professional judgement.

As an assessment method, reports allow learners to integrate theory with practice, demonstrate critical thinking, and showcase their problem-solving and decision-making abilities. For assessors, markers, and moderator/ IQAs, reports provide clear, verifiable evidence of the learner's understanding, analytical skills, and ability to apply concepts in practical or work-based scenarios.

Synonyms for Reports

Common alternative terms include: Account, Statement, Document, Review, Summary, Analysis, Record, Update, Notification, Communication, Findings.

These terms broadly describe evidence-based, structured presentations that demonstrate understanding, evaluation, and professional communication.

Models and Frameworks for Reports

Learners may use established report structures or frameworks to ensure clarity, logical flow, and alignment with assessment criteria. Examples available via CMI MyCMI include:

- **Project Highlight Report:** CMI MyCMI
- **Project Report:** CMI MyCMI
- **Business Report:** Example – CMI Annual Report & Accounts 2021

Learners may also create their own framework, using CMI assessment criteria as subheadings. In work-based contexts, an employing organisation's preferred report template and style may be used, provided all assessment criteria are addressed.

What Does a Report Look Like?

A report should present evidence that clearly demonstrates the learner's knowledge, understanding, and ability to apply theory or analyse information. Depending on assessment requirements, a report may:

- Present theoretical knowledge and frameworks alongside practical application.
- Include factual accounts, observations, or research findings.
- Be written in first-person, third-person, or a combination, depending on whether evidence draws on personal experience or external sources.
- It is used in combination with other assessment methods, as specified in the unit's assessment guidance.

Good Practice for Assessors, Markers, and moderator/ IQAs

Good practice in assessing reports requires clear guidance, consistent evaluation, and constructive developmental feedback to ensure learners present their evidence effectively. Assessors, markers, and moderator/ IQAs should support learners by setting expectations for structure, content, and alignment with assessment criteria.

Key considerations include:

- **Clarity and Organisation:** Ensure the report follows a logical structure, with headings, subheadings, and visual elements used appropriately.
- **Integration of Theory:** Confirm that learners incorporate relevant theoretical frameworks, management models, or analytical tools.
- **Evidence-Based Analysis:** Evaluate the use of workplace examples, research findings, or data to support conclusions.
- **VACSR Principles:** Apply Valid, Authentic, Current, Sufficient, and Reliable standards to all evidence presented.
- **Feedback and Development:** Provide constructive feedback highlighting strengths and areas for improvement to support professional growth.

Good Practice for Learners

Good practice in structuring a report as an assessment method involves following a clear, consistent framework that enhances clarity, presentation, and alignment with assessment criteria. Learners should structure reports as follows:

- **Title Page:** Include the report title, learner name, course details, and submission date.
- **Table of Contents:** Provide an overview of sections with page numbers for easy navigation.
- **Introduction:** Introduce the topic, outline the purpose of the report, and state the objectives or research questions.
- **Literature Review / Background:** Summarise relevant literature, background information, or context supporting the report.
- **Methodology:** Describe methods for data collection and analysis, ensuring clarity on how information was gathered and interpreted.
- **Findings / Results:** Present results using headings, subheadings, tables, or charts where necessary.
- **Discussion:** Interpret findings, link them to objectives and theoretical frameworks, and discuss implications, limitations, or potential future research.
- **Conclusion:** Summarise the main points, reinforce significance, and include recommendations where appropriate.
- **References:** List all sources cited in a consistent referencing style.
- **Appendices:** Include supplementary material such as raw data or additional evidence.

Learners should also:

- Integrate theory, models, or frameworks to demonstrate application of knowledge.
- Use evidence and examples to substantiate findings and analysis.

- Ensure alignment with assessment criteria and learning outcomes.
- Present content clearly, concisely, and professionally.
- Comply with word count, submission, and UK GDPR requirements.

Report Checklist for Learners:

- Title page and table of contents included
- Logical, structured report with clear headings and subheadings
- Introduction, background/literature review, methodology, findings, discussion, conclusion, references, and appendices included
- Evidence-based analysis with examples and data
- Integration of relevant theoretical frameworks or models
- Alignment with assessment criteria and learning outcomes
- Professional presentation and clarity

Support Resources

A range of materials is available to support the planning, structuring, and presentation of reports. These resources help learners create clear, professional, and evidence-based reports that align with assessment criteria and command verbs:

- **MyCMI Online Platform:**
 - Templates for report planning, structure, and presentation.
 - Learning resources on communication, report writing, and effective evidence presentation.
- **CMI Policies and Procedures:**
 - Data Protection Policy
 - Reasonable Adjustments and Special Considerations Policy
 - Assessment and Moderation Policies
 - Centre Handbook
 - Quality Assurance Handbook

Centres, assessors, markers, and moderator/ IQAs should familiarise themselves with these tools and direct learners to the most appropriate resources based on the assessment context.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide learners with the guidance and tools needed to produce high-quality reports that demonstrate professional competence and align with CMI assessment standards.

Conclusion

Reports are a vital assessment method, enabling learners to demonstrate their ability to effectively organise and analyse information, apply theoretical knowledge, and communicate findings. A well-structured report allows learners to present evidence coherently while linking practice to theory. For assessors, markers, and moderator/ IQAs, reports provide clear, verifiable insights into the learner's understanding, critical thinking, and ability to apply concepts in practical or work-based contexts. Mastery of report writing equips learners with essential skills for decision-making, problem-solving, and professional communication, supporting their growth as competent and confident managers.

Section 24 - Scenarios

What is a Scenario?

A scenario is a structured, contextualised assessment method that enables learners to demonstrate their knowledge, skills, and professional judgement through engagement with a realistic or simulated situation. Scenarios may describe a real or imagined event, a task to be completed, or a professional challenge requiring analysis, decision-making, or problem-solving. Within the context of CMI qualifications, scenarios are often used to support learners who may not have access to suitable opportunities in their current roles, enabling them to generate naturally occurring evidence. By providing a controlled and structured environment, scenarios allow learners to evidence their competence and apply theoretical knowledge to practical situations that mirror authentic workplace contexts.

Scenarios may be included within CMI-devised assignment briefs or developed by Centres to contextualise assessment for a specific sector, employer, or cohort. They can take various forms, including written simulations, reports, role-play activities, or multimedia presentations, provided that the format aligns with the assessment criteria and learning outcomes of the relevant CMI unit.

What is a Scenario Designed to Do?

Scenarios are designed to provide learners with structured opportunities to apply the relevant knowledge, skills, and behaviours required to meet the assessment criteria within realistic, practice-oriented situations. This assessment method bridges the gap between theoretical understanding and professional application, enabling learners to demonstrate competence in decision-making, analysis, communication, and problem-solving within a contextualised framework.

Scenario-based assessment is particularly valuable when learners have limited access to workplace opportunities to produce naturally occurring evidence, or when direct evidence cannot be obtained due to confidentiality, ethical, or operational constraints. Through simulated or hypothetical contexts, learners can safely demonstrate their ability to apply learning to practical situations without real-world risk or consequence.

This approach promotes critical thinking, reflection, and ethical awareness by encouraging learners to analyse complex situations, evaluate alternative courses of action, and justify decisions using appropriate frameworks, theories, or models relevant to their area of study or professional practice. Scenarios also support the assessment of interpersonal and behavioural competencies, such as communication, collaboration, and adaptability, which may be more challenging to evidence through written submissions alone.

When effectively designed, scenarios enhance inclusivity, fairness, and accessibility within the assessment process. They ensure that all learners, regardless of their professional context, role, or level of workplace experience, have the opportunity to produce valid, authentic, current, sufficient, and reliable (VACSR) evidence to meet the requirements of their qualification. See the examples below for how well-constructed scenarios can be applied to support equitable and authentic assessment practice.

Mini Scenario	Description
Mini scenario 1	Conflict has occurred between an operational manager and members of the directorate over the timescales set for the launch of a new product line. The manager feels the timescales are unrealistic.
Mini scenario 2	A manager repeatedly experiences conflict with her team when allocating work activities or giving feedback on performance. Certain team members use email to challenge all the decisions she makes.

Mini scenario 3	Two members of staff have a very angry exchange in an open-plan office over a temporary move of staff to a new office. Offensive language is used by one team member.
Mini scenario 4	External stakeholders feel very angry about the company's proposed changes to services for customers. They feel they have been deceived by the senior management about the level of planned change.
Mini scenario 5	A meeting is brought to a close because of a serious conflict of opinions between team members. One has threatened to involve their trade union in the dispute. The purpose of the meeting was to discuss changes to work duties during the redevelopment of the organisation's offices.
Mini scenario 6	The management team needs to decide who to promote into a new position created to manage a new administrative Centre. The choice is between two candidates. One is a long-term employee with a proven track record, who is working reduced hours, having recently returned from maternity leave. The other is an enthusiastic graduate who has been working for the organisation for six months.
Mini scenario 7	A popular senior leader, respected for their inclusive/collaborative management approach, has been made redundant as part of a restructuring exercise. The team have been moved to a new directorate. The 'top down' approach taken by the team's new leader is in stark contrast. The managers are angry that their opinions 'no longer count' and their feelings are becoming widely known by the staff they manage.

Synonyms for Scenarios

Common alternative terms include: Situations, Circumstances, Contexts, Events, Cases, Hypotheticals, Settings, Incidents, Examples.

These terms describe structured, context-based approaches to assessing knowledge, skills, and behaviours through realistic or simulated environments.

What Does Scenario Evidence Look Like?

Evidence generated from a scenario will depend on the assessment method used. It may include:

- Written evidence such as reports, analyses, or summaries.
- Audio or video recordings of presentations, discussions, or role plays.
- Reflective statements or observation records supported by workplace documentation.

Regardless of format, evidence must meet the requirements of the CMI unit's assessment criteria and command verbs. Assessors, markers, and moderator/ IQAs must apply the VACSR principles, ensuring that all evidence is Valid, Authentic, Current, Sufficient, and reliable. They must also ensure compliance with the UK GDPR when handling personal or sensitive data.

Good Practice for Assessors, Markers, and Moderator/ IQAs

Good practice in developing and using scenarios as assessment methods ensures that they are realistic, inclusive, and clearly aligned with the intended learning outcomes and assessment criteria. Scenarios should be designed to enable learners to generate evidence of sufficient depth and breadth to meet the associated command verbs and demonstrate achievement of the required knowledge, skills, and behaviours.

Key Good Practice Principles

- **Alignment with Assessment Criteria:** Scenarios must directly support the assessment requirements, ensuring learners can generate sufficient evidence to meet unit outcomes.
- **Contextual Relevance:** Design scenarios that reflect real-world situations or management challenges relevant to learners' professional contexts.

- **Authenticity and Realism:** Use credible examples, industry-specific tasks, or workplace-based situations to enhance engagement and applicability.
- **Accessibility and Fairness:** Ensure the scenario is inclusive, taking account of diverse learner experiences and avoiding bias or barriers.
- **Proportional Challenge:** Scenarios should be appropriately challenging, promoting critical thinking without being overly complex or unrealistic.
- **Practicality and Scalability:** Design scenarios that are feasible to deliver, assess, and moderate within available resources.
- **Respect and Sensitivity:** Avoid scenarios that may cause discomfort, discrimination, or harm. Content should maintain professional integrity and respect for all learners.
- **Review and Continuous Improvement:** Centres should regularly review the effectiveness of scenarios, gathering feedback from learners, assessors, and moderator/ IQAs to inform future improvements.

Good Practice for Learners

Learners engaging with scenario-based assessments should approach the task professionally and systematically, demonstrating the ability to interpret and respond to complex contexts using management theories and frameworks.

Key Good Practice Principles for Learners

- **Understand the Scenario Context:** Carefully read and analyse the scenario to identify its purpose, stakeholders, and required outcomes.
- **Apply Relevant Theory and Frameworks:** Integrate appropriate management and leadership theories, models, or analytical tools to support reasoning and recommendations (e.g., SWOT analysis, Kotter's Change Model, or Gibbs' Reflective Cycle).
- **Demonstrate Professional Judgement:** Present balanced, evidence-based solutions or analyses that reflect practical understanding.
- **Use Clear Structure and Language:** Present work logically, using appropriate professional tone and terminology.
- **Reference Evidence and Research:** Support responses with credible sources and workplace examples, following appropriate referencing conventions.
- **Comply with Submission Requirements:** Ensure adherence to format, word count, and submission policies, and comply with UK GDPR when handling personal or organisational data.

Scenario Development and Assessment Checklist

- Scenario directly linked to learning outcomes and assessment criteria
- Contextually relevant, authentic, and inclusive
- Balanced and appropriate level of challenge and complexity
- Incorporates appropriate theoretical models or frameworks
- Enables valid, authentic, current, sufficient, and reliable evidence (VACSR)
- Supports assessment fairness and accessibility
- Reviewed and updated regularly for relevance and quality
- Compliance with UK GDPR and CMI data protection requirements

Support Resources

A range of materials is available to support the design, planning, and assessment of scenario-based assignments. These resources help learners create structured, professional, and evidence-aligned scenarios while guiding Centres, assessors, markers, and moderator/ IQAs in maintaining assessment standards:

- **MyCMI:**

www.managers.org.uk
#BetterManagers

- Templates and exemplars for scenario-based assignments.
- Learning resources on assessment design, communication, and evaluation techniques.
- **CMI Policies and Guidance:**
 - Assessment and Moderation Policies
 - Centre Handbook
 - Quality Assurance Handbook
 - CMI Assessment Brief Approval and Marking Procedure.
 - CMI Command Verb Definitions List (2024)
 - Assessment planning guidance.
 - CMI Reasonable Adjustments and Special Considerations Policy.

Centres, assessors, markers, and moderator/ IQAs should familiarise themselves with these tools and direct learners to the most appropriate resources based on the assessment context.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a structured framework to develop high-quality scenario-based evidence that demonstrates professional competence and aligns with CMI assessment requirements.

Conclusion

Scenario-based assessment provides an authentic, flexible, and inclusive approach to evaluating a learner's ability to apply knowledge, skills, and behaviours in realistic or simulated contexts. By connecting theoretical understanding with practical application, scenarios enable learners to demonstrate competence, critical thinking, and professional judgement in a controlled and meaningful way. Well-designed scenarios encourage learners to analyse complex problems, make evidence-informed decisions, and evaluate outcomes using relevant frameworks, models, or approaches. This method supports the development of reflective, analytical, and interpersonal skills while ensuring assessment validity, reliability, and alignment with CMI's quality assurance standards.

For Centres, assessors, markers, and moderator/ IQAs, scenario-based assessment enhances consistency, fairness, and inclusivity within the assessment process. It provides a structured yet adaptable means of assessing performance, particularly when direct workplace evidence is unavailable or inappropriate. Ultimately, scenario-based assessment supports work-relevant learning by allowing learners to apply theory to practice safely and effectively. It equips individuals with the confidence and competence to respond to complex professional challenges, contributing to both their personal development and organisational success.

Section 25 - Vlog Evidence

What is a Vlog?

A vlog, short for “video blog,” is a modern form of online content that combines the personal touch of traditional blogging with the dynamic, visual appeal of video. Unlike written blogs, vlogs allow learners to share their experiences, insights, reflections, and professional expertise in a more engaging and accessible way. They can encompass a diverse range of topics, including workplace scenarios, project outcomes, professional reflections, and even creative or personal narratives.

In the context of CMI qualifications, vlogs provide learners with a unique platform to showcase their knowledge, skills, and behaviours in a compelling format that complements traditional written assessments. By incorporating multimedia elements, vlogs not only capture attention but also facilitate deeper understanding. Learners can submit their vlogs as links, screenshots, or excerpts, ensuring they align with the assessment criteria and command verbs outlined in the relevant unit. This innovative approach not only enriches the learning experience but also prepares learners for the increasingly digital landscape of the modern workplace.

What is a Vlog Designed to Do?

Vlogs are designed to allow learners to demonstrate their ability to communicate, reflect, and apply knowledge in a professional, visual format. They are a particularly effective assessment method in the current workplace context because they enable employees to showcase their skills and knowledge in a visually engaging way, facilitating effective communication and digital literacy. Vlogs enable authentic expression, foster creativity, and can be easily shared across platforms, making them ideal for demonstrating competencies in remote or hybrid work environments. They promote engagement and personal connection, helping to build a sense of community and collaboration among team members.

Specifically, vlogs can be used to:

- **Communicate ideas and insights effectively:** Present knowledge, professional reflections, or project outcomes in a clear, structured, and engaging manner.
- **Apply theoretical frameworks and models:** Demonstrate understanding and application of relevant concepts, tools, or frameworks in professional or work-based contexts.
- **Reflect on experiences and practice:** Analyse professional experiences, behaviours, or decisions to show critical thinking, self-awareness, and reflective learning.
- **Develop digital literacy, presentation, and communication skills:** Equip learners with competencies relevant to modern, remote, or hybrid work environments. Vlogs allow for authentic expression, encourage creativity, and can be easily shared across platforms.
- **Demonstrate professional behaviour:** Exhibit clear verbal communication, an appropriate tone, and a professional presence aligned with workplace expectations.
- **Provide accessible and authentic evidence:** Offer verifiable, structured evidence for assessment in contexts where traditional workplace evidence may be limited.
- **Encourage audience engagement and interaction:** Promote awareness of digital audience needs, ethical considerations, and effective communication strategies.

Vlogs are particularly effective for assessing competencies such as communication, reflection, decision-making, digital proficiency, and personal impact. They support a holistic evaluation of knowledge, skills, and behaviours while fostering learner confidence in using digital and professional communication tools.

Synonyms for Vlogs

Common alternative terms include: Video Blog, Videocast, Webisode, Video Diary, Video Journal, Videoblog, Visual Blog, Vodcast, Videogram, Web Vignette.

These terms describe digital, visual, and interactive approaches to assessing knowledge, skills, and behaviours, enabling learners to communicate, reflect, and present evidence in engaging, professional, and accessible formats.

Structure and Evidence

A well-designed vlog typically follows a structured format to ensure clarity, engagement, and alignment with assessment criteria:

- **Title/Opening:** Introduce the topic and objectives of the vlog.
- **Content/Body:** Present insights, reflections, or analysis. Include relevant theory, frameworks, or models where appropriate.
- **Visuals and Media:** Use images, charts, diagrams, or text overlays to support clarity and understanding.
- **Conclusion/Closing:** Summarise key points, insights, and potential actions or recommendations.
- **References and Supporting Material:** Include citations, links, or appendices as required.

Vlogs can be recorded using cameras, smartphones, or screen-recording software and may include voiceovers, interviews, or demonstrations. Evidence may be submitted as full recordings, extracts, or links to hosted content, ensuring it is verifiable and aligns with the assessment criteria.

Good Practice for Assessors, Markers, and moderator/ IQAs

To effectively implement vlogs as an assessment method, assessors, markers, and moderator/ IQAs need to adhere to best practices that enhance the integrity and effectiveness of the assessment process. When using vlogs, they should:

- Ensure clear alignment with unit learning outcomes and assessment criteria.
- Incorporate relevant theory, frameworks, or models where applicable to deepen understanding.
- Check that the content is structured, coherent, and professional, reflecting a high standard of communication.
- Evaluate reflective and critical thinking, as well as communication and digital presentation skills, to capture the learner's comprehensive capabilities.
- Apply VACSR principles (Valid, Authentic, Current, Sufficient, Reliable) to all evidence presented, ensuring the assessments are robust and trustworthy.
- Provide constructive developmental feedback that supports learner development and improvement in digital communication skills, fostering a culture of continuous learning and enhancement.

By following these guidelines, assessors can ensure that vlogs serve as a valuable tool in the assessment process, promoting both learner engagement and skill development.

Good Practice for Learners

To maximise the effectiveness of vlogs as an assessment method, learners should adopt best practices that enhance both content and presentation. A successful vlog demonstrates clear communication, professional behaviours, reflective thinking, and digital proficiency, while directly addressing assessment criteria and learning outcomes.

Learners should consider the following good practice:

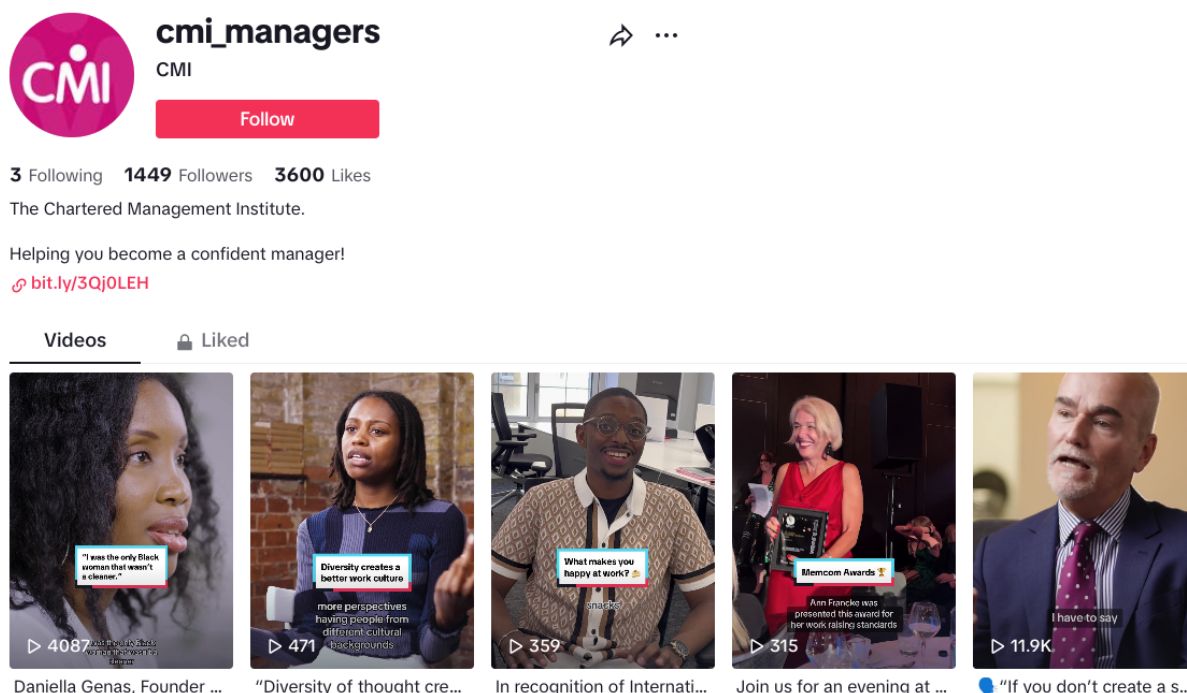
- **Plan Content Thoroughly:** Clearly define the purpose of the vlog, ensuring it addresses all relevant assessment criteria and learning outcomes.

- **Identify Target Audience:** Understand the needs, expectations, and preferences of the intended audience to tailor content effectively.
- **Develop a Content Strategy:** Outline topics, themes, and categories to maintain focus and ensure comprehensive coverage of the subject matter.
- **Use Storytelling Techniques:** Structure the vlog with a clear beginning, middle, and end to maintain engagement and logical flow.
- **Audio and Visual Quality:** Ensure clear, professional audio and video quality. Use music, sound effects, or voiceovers thoughtfully to enhance the message without distraction.
- **Digital Literacy and Creativity:** Confidently utilise media and editing tools to demonstrate technical skills and creativity, enhancing the professional presentation of the vlog.
- **Reflective Practice:** Analyse experiences, behaviours, and decisions thoughtfully, demonstrating critical thinking, self-awareness, and reflective learning.
- **Compliance with UK GDPR:** Safeguard any personal or sensitive information included in the vlog, adhering to privacy and data protection standards.
- **Metadata and Promotion:** Use appropriate tags, keywords, and descriptions to support discoverability, and share responsibly through approved platforms when required.

By following these practices, learners can produce vlogs that are structured, engaging, and effective as assessment evidence.

Here are some examples of CMI Vlogs:

- [TikTok – CMI Ann Francke](#)
- [TikTok – CMI Managers](#)



By following these guidelines, learners can create impactful vlogs that not only fulfil assessment requirements but also enhance their personal and professional development.

Good Practice Checklist

- Purpose and objectives are clearly defined
- Content aligned with assessment criteria and learning outcomes
- Integration of relevant theoretical frameworks or models

- Evidence-based examples and reflections included
- Structured, clear, and professional presentation
- Effective use of visuals, audio, and editing tools
- Digital literacy demonstrated
- Compliance with UK GDPR and data protection policies

Support Resources

A range of materials is available to support the planning, creation, and submission of vlogs as assessment evidence. These resources help learners produce professional, well-structured, and reflective vlogs while ensuring alignment with assessment criteria and command verbs:

- **MyCMI:**
 - Templates and guides for planning, structuring, and producing vlogs.
 - Learning resources on digital communication, media production, and reflective practice.
- **CMI Policies and Guidance:**
 - Assessment and Moderation Policies
 - Centre Handbook
 - Quality Assurance Handbook
 - CMI Assessment Brief Approval and Marking Procedure.
 - CMI Command Verb Definitions List (2024)
 - Assessment planning guidance.
 - CMI Reasonable Adjustments and Special Considerations Policy.

Centres, assessors, markers, and moderator/ IQAs should familiarise themselves with these tools and direct learners to the most appropriate resources based on the assessment context.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a structured framework to guide learners in producing high-quality vlog evidence that demonstrates professional competence and aligns with CMI assessment standards.

Conclusion

Vlogs offer an authentic, flexible, and engaging assessment method, allowing learners to demonstrate their knowledge, skills, and professional behaviours through a dynamic visual format. They allow learners to integrate theoretical frameworks with practical reflection, bridging the gap between conceptual understanding and applied practice. Vlogs enhance digital literacy, professional communication, and presentation skills, while offering an inclusive and accessible method of assessment, particularly where traditional workplace evidence may be limited.

For Centres, assessors, markers, and moderator/ IQAs, vlogs offer a structured yet adaptable approach to consistently and fairly evaluate reflection, knowledge, and professional behaviours. Ultimately, vlogs provide learners with an opportunity to express understanding creatively, demonstrate competencies in real-world or simulated contexts, apply knowledge effectively, communicate professionally, and develop digital and presentation skills aligned with modern workplace requirements.

Section 26 - Written Account

What is a Written Account?

A written account, as an assessment method, involves learners documenting their experiences, observations, reflections, or analyses in a structured and coherent format. This approach enables learners to provide detailed evidence of their understanding and application of relevant knowledge, skills, and professional behaviours.

Written accounts allow learners to:

- Demonstrate critical thinking and analytical skills by exploring concepts, events, or workplace scenarios in depth.
- Reflect on personal experiences, decisions, or actions, linking them to theoretical frameworks, models, or professional standards.
- Present factual, verifiable, and authentic evidence of achievement against the unit's learning outcomes and assessment criteria.
- Structure information logically, making it clear and accessible for assessors, markers, and moderator/ IQAs to evaluate competence.

This method supports both standalone evidence and integration into larger documents, such as project reports. It is particularly valuable when learners have limited access to direct workplace evidence. By encouraging structured reflection and analysis, written accounts foster professional development and enhance learners' ability to articulate knowledge in a clear and academically rigorous manner.

What is it Designed to Do?

Written accounts enable learners to:

- **Present knowledge of facts or events:** Provide a structured record of experiences, actions, or observations.
- **Demonstrate understanding:** Apply theoretical frameworks, models, or relevant concepts to real-world or simulated situations.
- **Reflect and analyse:** Critically evaluate experiences, behaviours, or outcomes, demonstrating self-awareness, professional judgement, and reflective learning.
- **Provide verifiable evidence:** Offer accessible, authentic, and structured evidence, particularly in contexts where direct workplace observation or traditional documentation may be limited.

Written accounts are particularly effective when learners need to capture evidence of specific competencies, knowledge application, or behaviours that may not be easily observed or recorded in real time.

Synonyms for Written Accounts

Common alternative terms include: Report, Statement, Record, Documentation, Description, Narrative, Log, Chronicle, Summary, Review, Journal, Account, Transcript, Reflection.

These terms describe structured written evidence used to present knowledge, observations, or reflections to demonstrate understanding, application, and professional competence.

What Does a Written Account Look Like?

Written accounts can take several forms, capturing distinct perspectives:

- **Direct observation statements:** Provided by assessors, markers, moderator/ IQAs, offering firsthand, objective records of the learner's performance, behaviours, or actions. They focus on what was directly observed or assessed in a specific context (see Section 9).
- **Personal statements:** Authored by the learner, reflecting their experiences, understanding, and insights. These demonstrate critical thinking, reflective practice, and the application of theoretical knowledge (see Sections 11, 21, and 22).
- **Witness testimonies (authentic statements):** Provided by colleagues or other professionals who have observed the learner in real-world or workplace contexts. These statements corroborate competencies or achievements and provide supporting evidence of skills and behaviours, distinct from direct observation (see Section 6).

Best Practice Guidelines

All written accounts should:

- Be signed and dated by the author to establish authenticity and facilitate verification.
- Provide context, including details of circumstances, actions, and outcomes, ensuring clarity for assessors, markers, and moderator/ IQAs.
- Focus on assessment criteria and command verbs, linking evidence directly to learning objectives.
- Be integrated into larger documents, such as project reports, where relevant, to support findings or conclusions.
- Use MyCMI templates to standardise structure, improve clarity, and ensure alignment with unit requirements.

Good Practice for Assessors, Markers, and moderator/ IQAs

To effectively utilise written reports as an assessment method, assessors, markers, and moderator/ IQAs should maintain clear guidance and high standards throughout the evaluation process. Writing in the third person supports objectivity, ensuring assessments focus on the evidence rather than personal biases.

Assessors, markers, and moderator/ IQAs should:

- **Clarify expectations:** Provide comprehensive guidance to learners and contributors regarding assessment criteria and purpose.
- **Verify authenticity:** Ensure accounts are signed, dated, and contain sufficient context to confirm validity.
- **Evaluate relevance:** Check alignment with learning outcomes, command verbs, and unit requirements.
- **Apply VACSR principles:** Evidence must be Valid, Authentic, Current, Sufficient, and Reliable.
- **Distinguish evidence types:** Recognise differences between direct observations, personal statements, and witness testimonies.
- **Provide constructive developmental feedback:** Highlight strengths, identify gaps, and suggest opportunities for learner development.
- **Maintain compliance:** Ensure all evidence adheres to UK GDPR and CMI policies.
- **Encourage template use:** Promote standardised templates to support consistency, clarity, and alignment with unit standards.

By following these guidelines, assessors, markers, and moderator/ IQAs ensure written accounts are assessed fairly, thoroughly, and in a way that supports learner development.

Good Practice for Learners

To maximise the effectiveness of written accounts, learners should adopt best practices that enhance quality and impact. Writing in the third person helps maintain professionalism and objectivity, allowing clear communication of ideas and insights.

Learners should:

- Plan content meticulously to address assessment criteria and learning outcomes comprehensively.

- Maintain clarity and logical flow by presenting information professionally, utilising tables, charts, or supporting documentation where appropriate.
- Reflect thoughtfully on experiences, behaviours, or decisions, demonstrating critical thinking and self-awareness.
- Apply theory and frameworks, linking practical experiences to relevant models or concepts.
- Comply with UK GDPR, ensuring personal or sensitive information is handled appropriately.

Learner Checklist

- Structured to meet assessment criteria and command verbs
- Clear, concise, and coherent
- Evidence-based with examples or documentation
- Reflective and analytical, showing application of theory
- Signed and dated by the author
- Contextual detail included
- Use of CMI templates where appropriate
- Compliance with UK GDPR and data protection requirements

Support Resources

A range of materials is available to support the creation and submission of written accounts. These resources help learners plan, structure, and present professional, coherent, and evidence-based written submissions that align with assessment criteria and command verbs:

- MyCMI:
 - Templates for project highlight reports and project reports.
 - Guides and checklists for planning and structuring written accounts.
 - Support materials on assessment criteria, command verbs, and evidence presentation.
- CMI Policies and Guidance:
 - Assessment and Moderation Policies
 - Centre Handbook
 - Quality Assurance Handbook
 - CMI Assessment Brief Approval and Marking Procedure.
 - CMI Command Verb Definitions List (2024)
 - Assessment planning guidance.
 - CMI Reasonable Adjustments and Special Considerations Policy.
 - CMI Data Protection Policy.

Centres, assessors, markers, and moderator/ IQAs should familiarise themselves with these tools and direct learners to the most appropriate resources based on the assessment context.

Accessing Support Resources:

- [For Learners: MyCMI → Education & Learning → Students & Learner Resources](#)
- [For Centres: MyCMI → Education & Learning → Partners and Centres](#)

These resources provide a valuable foundation to guide learners in producing high-quality written accounts that demonstrate professional competence and align with CMI assessment standards.

Conclusion

Written accounts are a flexible and essential assessment method, providing learners with the opportunity to articulate knowledge, observations, and reflections in a structured, coherent, and verifiable format. They enable

learners to demonstrate the application of theoretical knowledge to real-world or simulated workplace scenarios while fostering critical thinking, reflective practice, and professional judgement.

Engaging with written accounts supports the development of key skills, including analytical thinking, professional writing, communication, decision-making, and problem-solving. Learners can reflect on experiences, analyse situations, and present evidence in a way that demonstrates both competence and understanding, bridging the gap between theory and practice.

For Centres, assessors, markers, and moderator/ IQAs, written accounts offer a reliable and transparent means of evaluating learners' knowledge, skills, and behaviours. This method allows the assessment of practical application, reflective insight, and professional capabilities in a manner that is directly relevant to workplace performance. Ultimately, written accounts provide a rigorous and meaningful approach to assessment, equipping learners with the skills, knowledge, and behaviours needed to succeed in professional, managerial, and leadership roles, and enabling them to apply these capabilities effectively within the workplace,

Assessment Guidance CMI Centre Guide to Work-Based Assessment and Evidence, Version 3

Further Guidance on Assessment Evidence

CMI is currently developing **Version 3** of this handbook, which will provide updated guidance on additional assessment methods, including:

- **Padlet Evidence**
- **Simulations**

The publication of **Version 3** is scheduled for **2026**, and all CMI Centres will be formally notified upon its release.

Appendix 1 - Glossary

Accreditation	The formal process by which qualification regulators confirm that a qualification meets the required standards and complies with the regulatory framework of the Regulated Qualifications Framework (RQF). This process ensures that the qualification is valid, credible, and recognised within the regulated qualifications system. (Note: Previously referred to as the QCF – Qualifications and Credit Framework.)
Assessor	A person responsible for evaluating and marking learners' work. This role involves applying established assessment criteria to make informed judgements about the level of knowledge, skills, and behaviours a learner has demonstrated in an assessment.
Assessment	The structured process through which learners' evidence, knowledge, skills, and behaviours are evaluated against defined assessment criteria. This process determines the extent to which learners have met the required standards and provides valid, reliable evidence for the award of a qualification.
Assessment criteria	Detailed descriptions of the standards and requirements that a learner is expected to meet in order to demonstrate achievement of a specific learning outcome.
Assessment standard	The defined level of performance or achievement that a learner must demonstrate to be awarded credit for a unit. It is expressed through the combination of learning outcomes and associated assessment criteria that collectively determine the expected standard of attainment.
Authentication	The process of verifying that evidence submitted for assessment has been genuinely produced by the learner. This includes confirming that the work is the learner's own (or clearly identifying their contribution within group work) and that it has been completed under the specified and appropriate assessment conditions.
Award	A qualification with credit value between 1 and 12.
Awarding Body	An organisation formally recognised by a national regulatory authority, such as Ofqual, Qualifications Wales, CCEA Regulation, or SQA Accreditation, in accordance with the General or Standard Conditions of Recognition and associated regulatory principles. An awarding body is responsible for the design, assessment, quality assurance, and formal awarding or authentication of specified qualifications or categories of qualifications.
Centre Assessment Standards Scrutiny	Centre Assessment Standards Scrutiny (CASS) refers to the process through which the awarding body (in this case, CMI) quality assures the assessment judgements made by its approved Centres. This involves reviewing and verifying that assessment decisions are consistent, fair, valid, and reliable, ensuring they meet the required national and CMI standards before the formal award of qualifications.
Continuing Professional Development	Continuing Professional Development (CPD) refers to the ongoing process of learning, training, and professional growth undertaken by individuals to maintain, enhance, and broaden their knowledge, skills, and competence throughout their career. CPD supports continuous improvement and ensures professional practice remains current and effective.

Curriculum Vitae	A Curriculum Vitae (CV) is a structured document that outlines an individual's education, qualifications, professional experience, skills, and achievements. It is used to present a summary of a person's career history and competencies, typically when applying for employment, professional recognition, or further study.
CMI Centre	A CMI Centre is an organisation approved to deliver CMI qualifications and undertake the assessment of learners on behalf of CMI. Centres are typically educational institutions, training providers, or employers, and are responsible for ensuring that teaching, learning, and assessment activities meet CMI's quality standards and regulatory requirements.
Characteristics (in reference to the Equality Act)	These are the protected characteristics defined under equality legislation, which must not be used as a basis for discrimination in education, employment, or other contexts. In England, these include: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. In other UK jurisdictions, additional characteristics may apply. For example, in Northern Ireland: age, disability, marital status, racial group, religious belief, sex, sexual orientation, and political opinion. These characteristics ensure that learners, staff, and others are treated fairly and equitably, in compliance with anti-discrimination laws.
Comparability of assessment	The degree to which assessment outcomes are consistent and equivalent across different CMI Centres, units, and qualifications, as well as over time. Ensuring comparability supports fairness, standardisation, and reliability in judging learners' attainment.
Credit	An award made to a Learner in recognition of the achievement of the designated learning outcomes of a unit.
Credit transfer	The process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification.
Credit value	The number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit.
Certificate	A record of attainment of credit or qualification issued by an awarding organisation.
Certificate	A qualification with a credit value between 13 and 36.
Diploma	A qualification with a credit value of 37 or above.
Equalities Law	Refers to the Equality Act 2010, including any statutory predecessors, or any legislation in jurisdictions outside England with an equivalent purpose and effect.
Exemption	The facility for a learner to claim exemption from some of the achievement requirements of a RQF qualification, using evidence of certificated, non-RQF achievement deemed to be of equivalent value.
External assessment	A service provided by CMI in which learner assignments are independently marked and assessed to ensure consistency, validity, and alignment with qualification standards.
Further Education (FE)	Education provided for learners typically over the age of 16, excluding higher education, which includes vocational, technical, and academic courses aimed at developing skills, knowledge, and qualifications beyond compulsory schooling.

Guided Learning Hours	Guided Learning Hours (GLH) traditionally refer to the number of hours a learner spends in education or training under the direct supervision or guidance of a lecturer, assessor, supervisor, tutor, skills coach, or employer. With the increasing use of digital technology to enhance the learning experience, facilitate practical application, and provide flexibility across different time zones, the concept of “immediate supervision” has evolved. Learning now encompasses a variety of synchronous (real-time) and asynchronous (self-directed) methods. For this reason, CMI recognises both immediate and non-immediate guidance or supervision as valid for calculating GLH for CMI qualifications, reflecting modern, flexible approaches to learning and assessment.
Higher Education	Higher Education (HE) refers to post-secondary education provided by universities, colleges, or other recognised institutions, typically leading to academic or professional qualifications such as diplomas, degrees, or postgraduate certifications.
Higher Technical Qualification	A UK-based qualification that sits at levels 4 and 5 of the Regulated Qualifications Framework (RQF), designed to provide learners with advanced technical knowledge, practical skills, and occupational competence in a specific sector or profession. Higher Technical Qualifications (HTQs) aim to prepare learners for skilled employment, professional practice, or further study, combining theoretical understanding with work-relevant application.
Institute of Consulting	The Institute of Consulting (IC) is a professional body that supports management consultants and those working in consulting-related roles, offering guidance, networking, professional development, and accreditation to enhance competence and standards within the consulting profession.
Investors in People	Investors in People (IiP) is a UK-based accreditation that recognises organisations for their commitment to developing, supporting, and engaging their workforce to achieve business objectives and drive continuous improvement.
Internal Quality Assurer	IQA refers to both the role of the Internal Quality Assurer (IQA) and the process of Internal Quality Assurance. The Internal Quality Assurer is responsible for monitoring, verifying, and maintaining the quality and consistency of assessment practices within a Centre, ensuring that assessments are fair, valid, reliable, and in line with awarding body standards. Internal Quality Assurance encompasses the systematic processes and activities used to review and standardise assessment decisions, providing confidence in the integrity of learner outcomes.
Learner	An individual who is registered to undertake a CMI qualification. Learners engage with learning activities, assessments, and development opportunities to achieve the required knowledge, skills, and behaviours outlined in the unit and qualification specifications.
Level	An indication of the relative demand, complexity, and depth of achievement expected from a learner, including the degree of autonomy required to demonstrate competence. Qualifications are typically assigned a level (often reflected in the qualification title) to denote the expected complexity, learning outcomes, and cognitive skills. <i>Note:</i> Levels may vary across different frameworks, such as the Regulated Qualifications Framework (RQF), Scottish Credit and Qualifications Framework (SCQF), or European Qualifications Framework (EQF). When comparing

	qualifications, it is important to consider equivalence between frameworks to ensure consistent expectations of knowledge, skills, and behaviours.
Malpractice	The deliberate or negligent contravention of regulatory requirements by a Centre, learner, or individual involved in the delivery, assessment, or administration of qualifications. This includes actions that compromise the integrity, validity, or reliability of assessments, or any conduct that fails to comply with the rules and regulations of the awarding body or relevant regulatory framework.
Mandatory units	Units within a qualification's rules of combination that learners are required to achieve in order to be awarded the qualification. Completion of all mandatory units is essential to satisfy the qualification's learning outcomes and assessment requirements.
Moderation	The process by which the marking and assessment decisions made by CMI Centres are reviewed and monitored to ensure they meet the required standards. This process ensures consistency, fairness, and accuracy in assessment outcomes and includes making adjustments to results where necessary. Moderation also forms part of the overall quality assurance framework, ensuring that learner achievement is accurately and reliably evaluated in accordance with CMI policies and regulatory requirements.
National Vocational Qualification	A work-based qualification in the UK that recognises the skills, knowledge, and competence a learner has demonstrated in a specific job role or occupational area. National Vocational Qualifications (NVQ) are assessed in the workplace and typically involve evidence of practical performance, observations, and supporting documentation to confirm competence against national standards.
National Occupational Standards	A specification that describes the competencies, knowledge, and understanding a person needs to perform a job role effectively and consistently. National Occupational Standards (NOS) define the skills and behaviours required to carry out tasks to the standard expected within a particular occupation or sector.
Optional unit	A unit listed within a qualification's rules of combination that a learner may choose to complete. Optional units allow learners to select content that aligns with their interests, career goals, or professional development needs while contributing to the total credits required for the award of the qualification.
Pathway	A defined route within a qualification that specifies a combination of mandatory and/or optional units required to achieve the qualification. Pathways are identified by an endorsement to the qualification title and enable learners to focus on a particular specialism, sector, or area of professional practice while meeting the overall credit requirements.
Qualification	An award conferred to a learner upon successful completion of the specified combination of credits, or credits and exemptions, required for that qualification. It formally recognises the learner's attainment of the learning outcomes and achievement of the associated assessment criteria.
Qualification level	An indication of the relative demand, complexity, and/or depth of achievement, as well as the degree of autonomy expected of the learner in demonstrating that achievement. Qualification levels provide a framework for comparing the difficulty and learning outcomes of different qualifications and are often aligned with national or international frameworks (for example, RQF, EQF).

Qualification purpose	A means of defining and categorising qualifications that share common characteristics, such as learning outcomes, assessment methods, and intended knowledge, skills, and behaviours. The qualification purpose helps learners, Centres, and employers understand the aims, relevance, and applicability of the qualification within a professional or educational context.
Qualification title	A concise description that indicates the level, size, and subject content of a qualification. The title provides learners, Centres, and employers with a clear understanding of the focus and scope of the qualification.
Reasonable Adjustments	Reasonable adjustments are modifications to the delivery or assessment of a CMI qualification intended to alleviate or remove the effects of a substantial disadvantage experienced by a learner. These adjustments ensure that all learners have fair access to assessment and are able to demonstrate their knowledge, skills, and behaviours without being unfairly impeded by a disability or specific need, while maintaining the integrity and validity of the qualification.
Recognition of Prior Learning	Recognition of Prior Learning (RPL) is an assessment method that evaluates whether a learner can demonstrate that they already meet the assessment requirements for a unit or qualification through existing knowledge, understanding, or skills. This process allows learners to gain credit for competencies they have previously acquired, reducing the need for duplication of learning while ensuring that all required learning outcomes and assessment criteria are met.
Rule of Combination	Rules of Combination specify the required structure for achieving a particular qualification. They define the combination of units that learners must complete, indicate any mandatory units, outline optional units, and include any related requirements or conditions that must be met to achieve the award.
Regulatory Qualification Framework.	The Regulated Qualifications Framework (RQF) is the system used in England to classify and regulate qualifications based on their level of difficulty, size, and the knowledge, skills, and behaviours required to achieve them. It provides a structure to ensure comparability, consistency, and transparency across regulated qualifications.
Standard Setting Body	An organisation, typically a national training or professional body, recognised by a regulatory authority as responsible for developing and maintaining the national standards of competence for a specific employment sector. The Standard Setting Body (SSB) ensures that these standards are current, relevant, and periodically reviewed to reflect evolving industry and professional requirements.
Special Consideration	Special consideration refers to a temporary circumstance or event that prevents a learner from taking an assessment or hinders their ability to fully demonstrate their level of attainment during an assessment. This may include illness, personal issues, or other unforeseen factors that affect performance.
Total Unit Time	Total Unit Time (TUT) is defined as the notional number of hours estimated to represent the total time a learner would reasonably require to achieve and demonstrate the level of attainment necessary for the award of a unit. This includes all learning, study, and assessment activities associated with successfully completing the unit.
Total Qualification Time	As defined under General Condition J1.8 of Ofqual's regulatory framework, Total Qualification Time (TQT) is the notional number of hours representing an

	estimate of the total time a learner would reasonably require to achieve and demonstrate the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements: 1. Guided Learning Hours (GLH): The number of hours that an awarding organisation has assigned to a qualification for learning under the immediate guidance or supervision of a lecturer, tutor, supervisor, or other appropriate provider of education or training. 2. Additional Learning Hours: An estimate of the number of hours a learner is likely to spend in preparation, study, or any other form of participation in education or training, including assessment, which takes place as directed but not under immediate supervision.
UK GDPR	Refers to the UK Data Protection Act 2018 and the General Data Protection Regulation (Regulation (EU) 2016/679) as incorporated into UK law, together with any subsequent amendments or updates. Terms such as “data subject,” “personal data,” “data controller,” and “data processor” have the meanings set out in the Data Protection Legislation.
Unit	The smallest component of a qualification that can be separately assessed and certificated. Each unit typically has defined learning outcomes and assessment criteria, allowing learners to demonstrate specific knowledge, skills, and behaviours as part of the qualification framework.
Vocational Qualification	A qualification that recognises the knowledge, skills, and behaviours required to perform effectively in a particular occupation, role, or sector. Vocational Qualifications (VQ) are typically practical in nature and are designed to prepare learners for employment, career progression, or professional development within a specific industry.